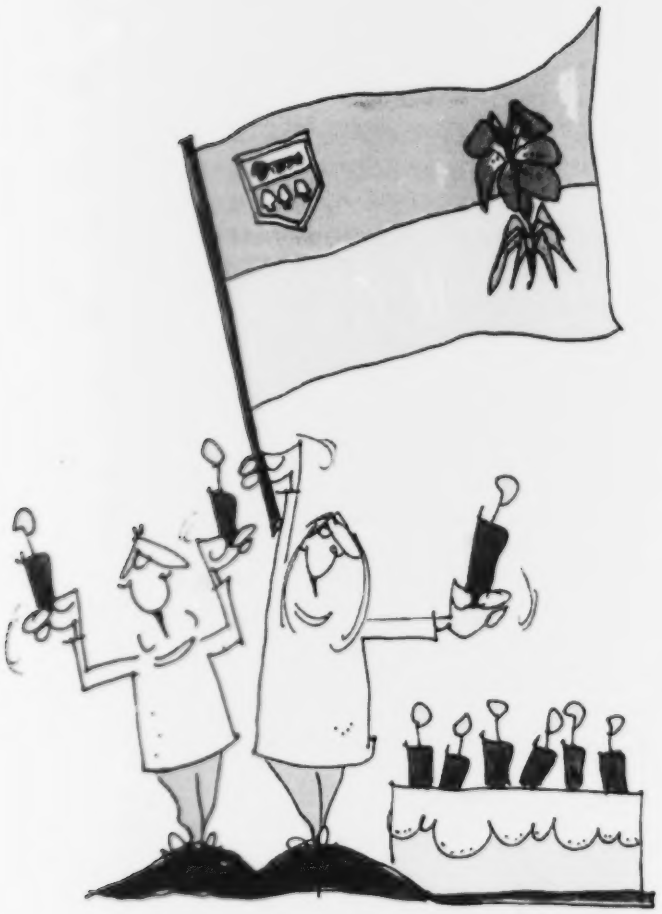
Saskatchewan Learning

Saskatchewan Centennial 2005

# Celebrate Saskatchewan's Centennial

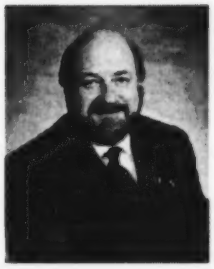
## *A Guide for Teachers*



ISBN 1-894743-86-5

Saskatchewan Learning

**Message from the Minister of Learning**
**The Honourable Andrew Thomson**
and
**Glenn Hagel, MLA**
**Chair, Saskatchewan Centennial 2005**



Dear Teacher:

As we approach Saskatchewan's 100th birthday, we have much to be proud of, much to look forward to, and much to share with each other and with the rest of the world. Our past is full of accomplishments and our future is bright with possibilities.

The occasion of our Centennial presents an opportunity and a challenge for each one of us. We have the opportunity to reflect on our successes, to understand the significance of our history, and to appreciate the strength that comes from our diversity. Our challenge is to create a vision of tomorrow which allows our spirit of innovation to grow and prosper.

We invite you to use this booklet to assist you and your students in celebrating Saskatchewan's history, our accomplishments, and the people who built this province.

Honourable Andrew Thomson
Minister of Learning

Glenn Hagel, MLA
Chair, Saskatchewan Centennial 2005

Saskatchewan Centennial 2005

# Acknowledgements

Factual information in *Celebrate Saskatchewan's Centennial: A Guide for Teachers* comes from the following sources:

- Government of Saskatchewan. *About Saskatchewan.* www.gov.sk.ca/aboutsask/
- Saskatchewan Bureau of Statistics. www.gov.sk.ca/bureau.stats/
- Saskatchewan Centennial 2005. www.saskatchewancentennial.com
- Saskatchewan Learning. *Evergreen Curriculum.* www.sasklearning.gov.sk.ca/branches/curr/evergreen/index.shtml

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December 2004

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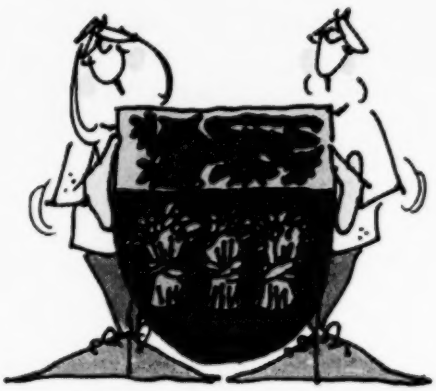
# Introduction

*Let's celebrate Saskatchewan and all the great people who live here!*



On September 4, 2005, Saskatchewan will celebrate its Centennial – its 100th anniversary as a province of Canada. One hundred years ago, on September 1, 1905, Saskatchewan became a province. The official inauguration ceremony took place on September 4, 1905, in Regina.

Both the Centennial and Saskatchewan's designation as a province are relatively recent events in Saskatchewan's history. First Nations peoples have lived here for thousands of years and developed complex social systems and economies long before European immigration began. Europeans began arriving in Canada in the 16th century and began settling in what is today Saskatchewan in the 19th and 20th centuries. Immigration to Saskatchewan from all parts of the world continues today.

*Celebrate Saskatchewan's Centennial: A Guide for Teachers* describes activities that focus on Saskatchewan. This guide suggests ways that students and teachers can celebrate Saskatchewan's Centennial, learn more about this province, and achieve curriculum objectives.

The activities described in *Celebrate Saskatchewan's Centennial* can be used as a starting point. You can adapt, expand, and modify them so they suit your students' and your situation. Most of the activities in this guide can be simplified or extended to suit students of different ages. This guide can be used in 2005 and in the years that follow. Although it was designed for Saskatchewan's Centennial, the ideas in this guide will have continuing relevance.

Many of the ideas in this guide are directly related to Saskatchewan's Core Curriculum. In some cases, the name of a relevant curriculum guide is provided in small italicized type after the activity. The full text of all Saskatchewan curriculum guides is available through Saskatchewan Learning's website at www.sasklearning.gov.sk.ca/branches/curr/evergreen/index.shtml.

The Saskatchewan Learning website also identifies suitable learning resources that support the curricula and many of the activities described in this guide. Resources about Saskatchewan or by Saskatchewan authors are indicated with the designation (SK) before the annotation.

The year 2005 is an ideal time to strengthen your school's collection of Saskatchewan learning resources. Books, videos, CD-ROMs, and other resources about Saskatchewan and by Saskatchewan writers will support the activities in *Celebrate Saskatchewan's Centennial*, and enrich your school's program for many years to come.

Information about events occurring around Saskatchewan in 2005 can be found on the official Saskatchewan Centennial 2005 website www.saskatchewancentennial.com. Also on this site is a searchable database called *SASKfacts* where you will find information about Saskatchewan's many firsts and the people who have made significant contributions throughout the history of this province.

Many of the activities suggested in *Celebrate Saskatchewan's Centennial: A Guide for Teachers* are inquiry-based. Students are invited to collect information, to investigate, and to explore. The websites listed in the bibliography at the end of this guide are good resources to use during the inquiry process. These websites offer a wealth of information about many aspects of Saskatchewan. Other sources of information about Saskatchewan include:

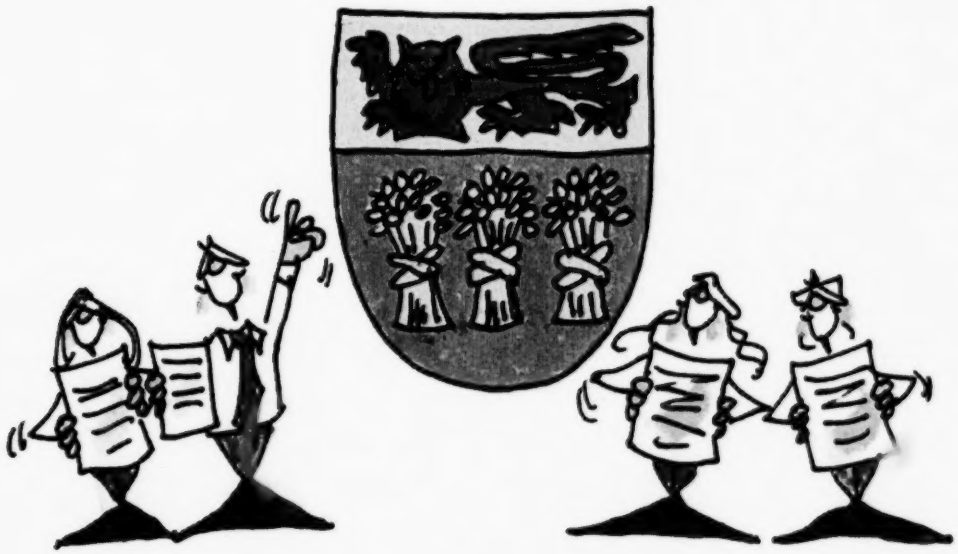
- reference books, newspapers, magazines, videos, and local history books
- historical documents like old photographs, catalogues, and newspaper clippings
- field trips to significant local or provincial sites
- resource people like Elders, experts on various aspects of Saskatchewan, and other people who have played a unique role in Saskatchewan life
- Saskatchewan visual, literary, and performing artists who can help Saskatchewan students celebrate the Centennial while achieving curriculum objectives.

Field trips, visits from guest speakers, and presentations by Saskatchewan artists are important means of collecting information. These activities have the most value when you prepare students in advance and follow up with related learning activities to meet curriculum objectives.

Many people who live in your local community have knowledge to share and may be willing to serve as guest speakers. The Centennial Speakers Bureau is another source of information about potential guest speakers. The Centennial Speakers Bureau is a group of prominent Saskatchewan citizens who have played important roles in Saskatchewan's social, cultural, political, or economic development. Information about the Speakers Bureau will be distributed to schools when the Bureau is operational early in the 2005 Centennial year.

*Have fun learning about Saskatchewan!*

# Let's Celebrate Saskatchewan



Saskatchewan has many things to celebrate – the people, the land, the living skies, the resources, the agriculture, and the industries. Saskatchewan is a great place to live – a great place to call home!

The year 2005 is a great time to celebrate this province and the strength of its people and communities.

***Happy 100th Birthday Saskatchewan!!***

**1. Celebrate Our Province** – Identify 100 things to celebrate about Saskatchewan. We can celebrate the people, the land, the lakes and rivers, the blue sky, Saskatchewan industries, Saskatchewan resources, and the many talented artists and writers who make Saskatchewan home.

- Interview people of all ages to find out what they celebrate about Saskatchewan. Try to talk to at least one person you did not know before. Write or e-mail at least one person who lives in another part of Saskatchewan to get a perspective that is different from yours.
- Explore the work of Saskatchewan visual, literary, and performing artists. What aspects of Saskatchewan do artists celebrate in their work?
- Illustrate each of the 100 things to celebrate with a photo or drawing. Create a class or school bulletin board, or construct a display at the town or city hall, or at a community rink or recreation centre.
- Make a paper or digital scrapbook illustrating 100 things to celebrate about Saskatchewan. Share the scrapbook with a school in another part of Canada or the world. *(Grades 4 and 5 Social Studies, Identity)*

**2. Saskatchewan's Motto** – Saskatchewan's motto is *MULTIS E GENTIBUS VIRES* – "From many peoples, strength". Learn more about this motto:

- In what language is the motto written? What does it mean?
- Why do you think this motto was adopted by the province of Saskatchewan?
- Make a poster illustrating what this motto means to you. *(Grades 4 and 5 Social Studies, Identity)*

**3. Saskatchewan's Flag** – The flag of Saskatchewan was adopted in 1969.

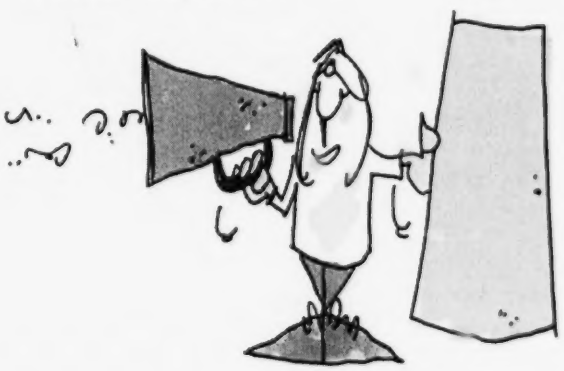
- Find out more about Saskatchewan's flag. What does each element on the flag symbolize?
- Fly Saskatchewan's flag proudly in your school yard.
- Create a living flag in a flowerbed in your school yard. Use plants and flowers of different colours to make the flag.
- Create 100 small Saskatchewan flags. (Each student will have to create several flags.) Use several different construction methods to create the flags (for example, glue coloured paper or cloth together, or paint on white paper). Display the 100 small flags on your classroom wall.
- List all the places in your community where you have seen Saskatchewan's flag displayed. Is there a pattern to where the flag is displayed? *(Grades 4 and 5 Social Studies, Identity)*

**4. Saskatchewan Facts** – Collect as many interesting facts about Saskatchewan as you can. Collect facts in categories like geography, communities, people, plants, animals, weather, etc. Use the Saskatchewan facts to:

- Create a "Saskatchewan Facts" board game. Write facts about Saskatchewan on cards; take turns reading the cards aloud and supplying the answers. Correct answers allow you to move a certain number of squares on the board.
- Create a series of "did you know" bulletin boards for local seniors' homes, community centres, and hospitals.
- Organize a "Reach for the Top" competition in your class or school.
- Create a Saskatchewan quiz show game in your classroom. One student pretends to be a Saskatchewan person, animal, plant, or place. Other students ask questions that can be answered with "yes" or "no" until they get the answer. A time limit for each round will keep everyone on their toes and make sure all students get a turn. *(Grades 4 and 5 Social Studies, Identity)*

**5. A Centennial Greeting Card** – Make a greeting card in honour of Saskatchewan's Centennial. Be sure to include symbols of Saskatchewan such as the flag, the prairie lily, and the sharp-tailed grouse. Describe, in the card, why Saskatchewan is a great place to live and list all the good things about this province. When designing the card, be sure to consider the elements of art such as line, texture, shape, and form. The Centennial greeting card can be created individually, or as a class or school project. Display the cards in your school or in a seniors' centre, nursing home, or Elders' lodge. *(Grades 4 and 5 Social Studies, Identity) (Grades 1 to 9 Arts Education, Visual Art)*

**6. Tell Others About Our Province** – Develop a program to tell Canada and the world about all our province has to offer. Invite tourists to visit our province. The program might focus on Saskatchewan's natural beauty, the accomplishments of Saskatchewan writers and other artists, and/or its hospitable people. Develop newspaper and magazine ads, a video presentation, and/or a digital presentation. Creating the ads and presentations will involve identifying key things that Saskatchewan has to offer, developing a slogan and theme for the program, taking photographs or creating drawings, writing scripts, and working with a video camera or computer. *(Grade 4 Social Studies) (Grades 1 to 12 English Language Arts)*



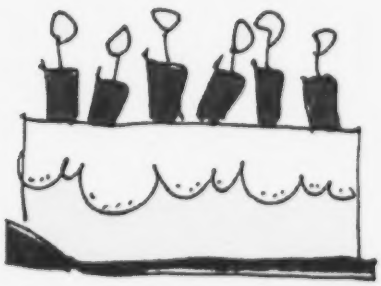
**7. Celebration Activities** – Develop a list of all activities being done in your community to celebrate Saskatchewan's Centennial. Select a few activities that interest you and collect detailed information about them. Interview the organizers. Attend the activities and take pictures. Prepare a report, bulletin board, or digital presentation describing your community's Centennial activities. *(Grades 1 to 12 English Language Arts)*

**8. Saskatchewan's Birthday Party** – Plan a Saskatchewan birthday party for your whole school or your whole community. You might serve party food such as cake, lemonade, ice cream, or hot dogs, or you might serve traditional foods from one or more of the ethnic groups that make up the population of Saskatchewan.

- Calculate the amount of food needed to serve the whole school or the whole community. Remember that small children will eat only half a portion, but older students might eat two portions.
- Calculate the cost of buying all the food and supplies for Saskatchewan's birthday party. (Check prices at the local grocery store prior to this activity.) *(Grade 9 Mathematics, Ratio and Proportion) (Grade 10 Mathematics, Consumer Math)*

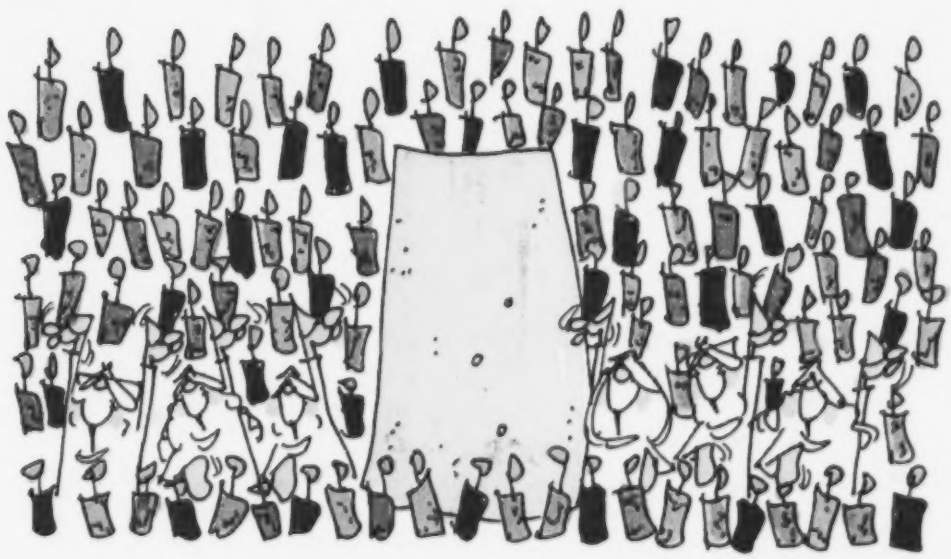
**9. Saskatchewan's Birthday Cake** – Calculate the amount of each ingredient that will be needed to make a Saskatchewan birthday cake big enough for your whole school, your whole community, or the whole province. Start with a standard recipe for white or chocolate cake that serves six or eight people. (The recipe will give information about the number of servings.) Do the necessary calculations to figure out how many eggs, how much milk, flour, etc. will be needed to make a cake big enough to serve everyone.

- Calculate the cost of buying the ingredients for the cake. (Check the price of ingredients at the store prior to this activity.)
- Determine the size of pan and number of pans needed to make Saskatchewan's birthday cake. For example, if a standard recipe fills a square pan 20 cm x 20 cm x 5 cm deep, how many pans of this size will be needed? How many rectangular pans 33 cm x 23 cm x 5 cm deep will be needed? *(Grades 6 to 9 Mathematics, Ratio and Proportion) (Grade 10 Mathematics, Consumer Math)*



**10. How Much is 100?** – Learn more about the number 100. The year 2005 will be Saskatchewan's 100th anniversary.

- Bake a large flat cake in honour of Saskatchewan's anniversary (or use a large circle of plasticene to represent Saskatchewan's birthday cake). Put 100 candles on the cake, one at a time, and count the candles aloud as they go on the cake.
- Start out with 100 candles on the cake. Take away one candle at a time. Count aloud backwards (100, 99, 98, etc.) until all the candles are gone.
- Put candles on the cake in groups of two (or groups of five). Count aloud by 2s (or by 5s) as each group of candles is added until all 100 candles are on the cake.
- Set up an activity centre that demonstrates how big 100 is. Include books with 100 in the title, a plastic plant with 100 ladybugs on it, 100 linked cubes, 100 buttons sewn on a piece of cloth.
- Read children's books that feature the number 100. Many books have been written on this topic. Saskatchewan Learning's Evergreen Curriculum includes bibliographies of learning resources appropriate for various subject areas and grade levels. Refer to these bibliographies to identify appropriate books.
*(Kindergarten) (Grades 1 to 5 Mathematics, Numbers and Operations)*



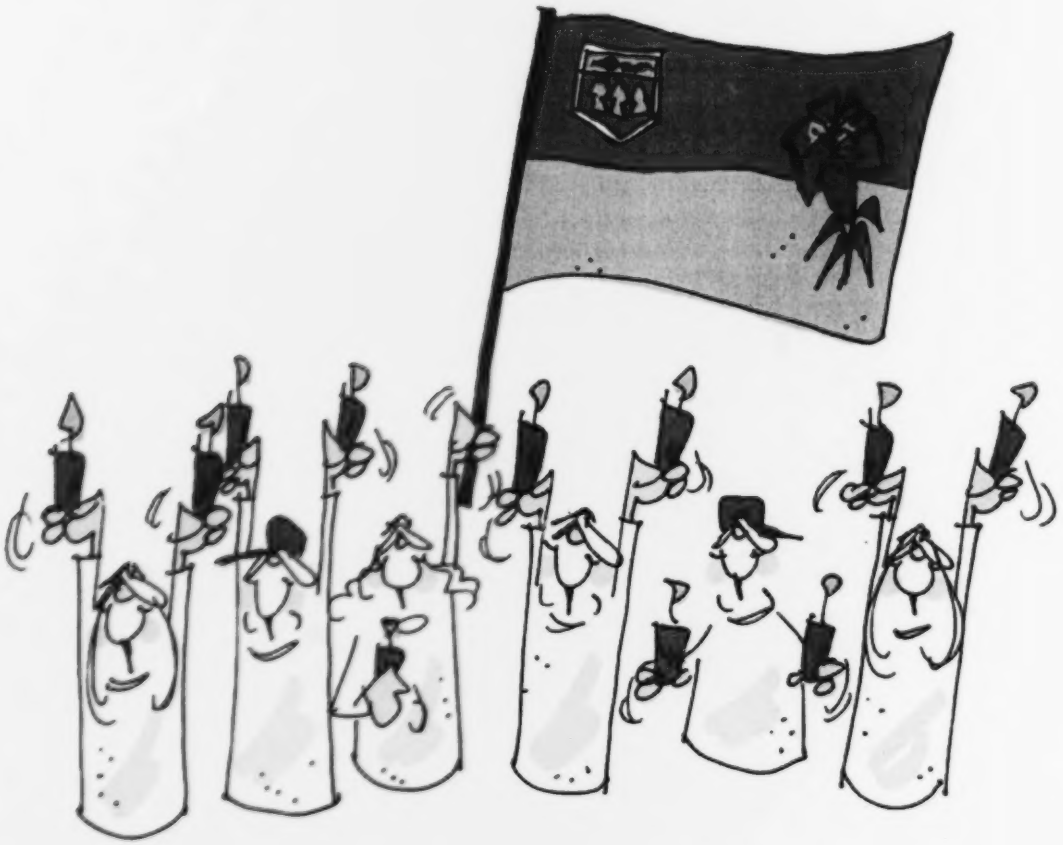
**11. 100 Everything** – Honour Saskatchewan's Centennial:

- Read 100 books.
- Dance for 100 minutes.
- Do 100 push-ups.
- Shake the hands of 100 people.
- Run for 100 metres.
- Name 100 plants, animals, birds, or insects that live in Saskatchewan.
- Jump or skip 100 times.
- List 100 prominent Saskatchewan people and create a timeline showing when they lived.
- Learn 100 words of a language (other than English) spoken in Saskatchewan.
- Walk 100 kilometres in a month.
- Identify 100 Saskatchewan towns, lakes, or rivers.
- Memorize 100 lines of poetry written by a Saskatchewan poet.

**12. The Meaning of Centennial** – Find out what the word "Centennial" means. It is based on the word "cent".

- What language does the word "cent" come from? What does it mean?
- List as many other words as you can that are based on the word "cent". Write a definition or give an example for each word you identify. *(Grades 1 to 5 Mathematics, Numbers and Operations) (Grades 6 to 9 English Language Arts, Language Study)*

# Celebrate Saskatchewan People



Saskatchewan's population is about a million people. Slightly more than half of the population lives in Saskatchewan's 13 cities, all of which are located in the southern half of the province.

Saskatchewan's people come from diverse cultural backgrounds and experiences that contribute to the breadth and richness of our shared society. The First Nations peoples are the province's original inhabitants and share, with the Métis people, a historically unique place in society.

**1. Graphing the Saskatchewan Population** – Use graphs to describe some dimensions of the Saskatchewan population.

- Create graphs to show the age distribution of Saskatchewan's population. Population figures from 1979 to the present are available on the Saskatchewan Bureau of Statistics' website.
  - Create a bar or circle graph to show the **number** of people who are currently aged 0 to 9, 10 to 14, etc.
  - Calculate the **percentage** of people who are currently aged 0 to 9, 10 to 14, etc. and show this on a bar graph.
  - Calculate the **percentage** of Saskatchewan people who were aged 0 to 9, 10 to 14, etc. in 1979, and compare this age distribution to present-day age distribution using a bar graph. How has the age distribution changed between 1979 and the present? What are the reasons for changes in the age distribution?
- Create graphs to show the ancestry of the people who live in Saskatchewan. This information is available on Statistics Canada's website. Calculate the **number** and **percentage** of Saskatchewan people who are of First Nation, Métis, Inuit, Ukrainian, German, French, Irish, Chinese or other ancestry. *(Grade 4 Social Studies, Heritage) (Grades 6 to 9 Mathematics, Data Management) (Grade 9 Social Studies, Our First Nations Roots)*

**2. Saskatchewan's Population Compared to Other Provinces** – Determine how Saskatchewan's population compares to that of other provinces and to that of Canada as a whole. Current census figures for Canada and the provinces are available on Statistics Canada's website.

- List the provinces with more people than Saskatchewan. List the provinces with fewer people.
- Make a bar graph showing the **number** of people in each province. What is Saskatchewan's ranking?
- Calculate the **percentage** of Canada's total population that lives in each province and display these numbers in a bar or circle graph. What percentage of Canada's total population lives in Saskatchewan?
- Identify the provinces that have a greater **percentage** of people of French ancestry (or any other group of people you choose) than Saskatchewan, and the provinces that have a smaller percentage than Saskatchewan.
- Determine the **median age** of the population in Saskatchewan. Create a bar graph comparing the median age in Saskatchewan to the median age in Canada as a whole and in other provinces.
- Determine the **percentage** of Saskatchewan people who are aged 65 and older. Create a bar graph comparing this percentage to the percentage of people in Canada as a whole who are aged 65 and older. *(Grades 6 to 9 Mathematics, Data Management)*

**3. Population in Your Community** – Find out more about the population of the city, town, village, rural municipality, or First Nation community where you live. Population statistics are available on Statistics Canada's website.

- What is the population of your community now? What was the population 5, 10, 15, and 20 years ago? Has the population increased or declined? How do you account for any changes in population?
- What **percentage** of people in your community are aged 0 to 9, 10 to 14, etc.? How does this age breakdown compare to that of Saskatchewan as a whole? Make a bar graph comparing your community to Saskatchewan as a whole.
- Talk to an older person about population changes in your community. What changes has this person seen over the years? How have these changes affected the social and economic life of the community? *(Grade 3 Social Studies, Identity and Heritage) (Grades 6 to 9 Mathematics, Data Management)*

**4. Celebrate First Nations in Saskatchewan** – Learn more about the First Nations in Saskatchewan. First Nations peoples have lived in Saskatchewan for a long time – at least 11,500 years; people of European descent have lived here about 300 years.

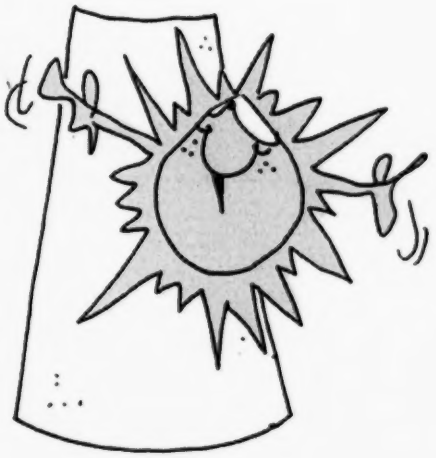
- Create maps of Saskatchewan that show where each of the First Nations lived historically, and where they live today.
- Research the historical and contemporary lives of one or more First Nations. Consider:
  - Worldview – Relationship with the land and with nature.
  - Community and kinship – Organization of communities and families, past and present.
  - Governance – Choosing leaders, past and present; important qualities of a First Nations leader; making decisions within communities.
  - Economy – Using nature's resources to make a living in the past; First Nations economic development initiatives and businesses today.

To research First Nations in Saskatchewan:

- Use books and websites.
- Learn from the Elders – Elders may agree to speak in the classroom or the class can meet Elders at their community. When approaching Elders, follow the protocol (code of conduct or etiquette) that is appropriate in your community. Protocol varies from community to community, so check with a local First Nation office.
- Organize exchanges/partnerships between First Nation and provincial schools.
- Learn from displays at the Royal Saskatchewan Museum in Regina, Wanuskewin near Saskatoon, the Saskatchewan Indian Cultural Centre in Saskatoon, or a local museum. A field trip to any of these sites will be interesting and fun. The Office of the Treaty Commissioner is also a good source of information.
- Learn about First Nation artists (including writers). What inspires their ideas? How do their artistic creations influence other people? *(Grades 4 and 5 Social Studies, Heritage) (Grade 9 Social Studies, Culture) (Grades 1 to 9 Arts Education, Visual Art) (Grades 1 to 12 Arts Education) (Grades 1 to 12 English Language Arts) (Grade 10 Native Studies) (Grades 10 to 12 Arts Education, Module Six: Expanding Horizons: The Arts in Canada)*

**5. Celebrate the Métis in Saskatchewan** – Learn more about the Métis people of Saskatchewan.

- Consider traditional Métis culture. Identify two or three elements that have their roots in First Nations culture, two or three elements that have their roots in European culture, two or three elements that are unique to the Métis.
- Create a map of Saskatchewan that shows the location of Métis communities in the mid-nineteenth century, the location of Métis communities today.
- Learn more about Michif, the language spoken by some Métis. How did this language originate? Listen to a Michif speaker (in person or on tape). Identify language elements that have a First Nations influence, elements that have a European influence, elements that are original and distinct. Describe efforts that are being made to keep this language alive. Why is effort being put into keeping Michif alive?
- Learn more about Métis dance and music. Watch performances (live or on video). What are the most prominent elements? Learn to do a Métis dance and perform at a seniors' home or Elders' Lodge.
- Identify Métis heroes from the past and present. Write short biographies of the heroes, outlining their accomplishments and giving the reasons why they are heroes.
- Find out why Saskatchewan Highway #11 was renamed the "Louis Riel Trail". What is the historical significance of this name? Find this highway on a map and list some of the communities on it.
- Find out why the Government of Saskatchewan officially recognized the Métis. In 2002, the provincial government passed *The Métis Act*. What are the provisions of this Act? Why is this recognition important to the Métis? How will it affect the lives of Métis people?
- Learn about the Gabriel Dumont Institute. What does it offer to Métis people? What is the significance of its name? Interview a person who has attended the Gabriel Dumont Institute or taught there. Find out how the Gabriel Dumont Institute differs from other educational institutions.
*(Grades 4 and 5 Social Studies, Heritage)*
*(Grade 9 Social Studies, Culture)*



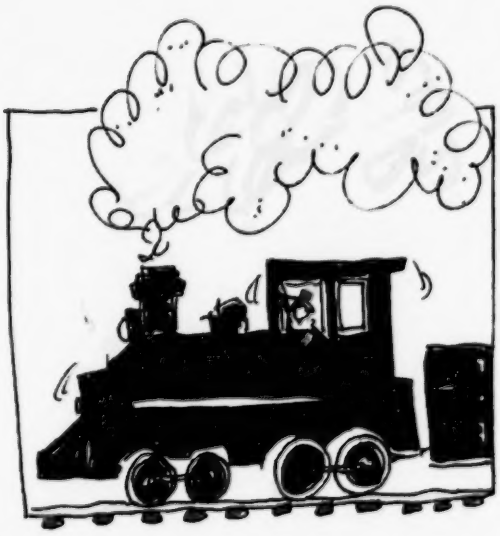
**6. Settlers' Homes** – Learn more about sod and log houses. Some of the people who came to southern Saskatchewan between about 1890 and 1920 lived in sod houses. Those who came to central and northern Saskatchewan often lived in log houses.

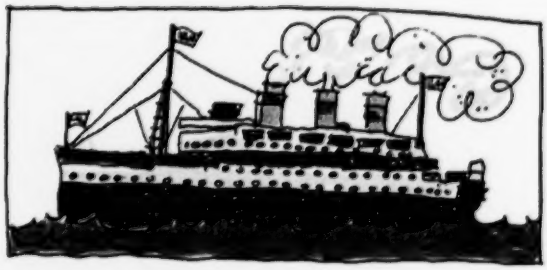
- Find out why people lived in sod or log houses rather than houses of lumber or brick.
- Collect photographs and sketches of sod and log houses and create a photo gallery.
- Find out more about the methods used to build a sod or log house. What was used as a frame for the house? How were sod and logs cut and transported to the house site? What was used for windows, doors, and the roof? How long did it take to build a sod or log house? What role, if any, did children play in building sod and log houses?
- Build a miniature or real sod or log house, using the same construction methods as the settlers. A miniature house, the size of a doll house, can be built by two or three students. A real sod or log house could be a school or community Centennial project that involves students, teachers, and community members.
- Use tape or chalk to mark the outline of a sod or log house on the floor of the classroom or gym. Draw in outlines of the furniture that might be used. Have five or six students try "living" in the house. Discuss the space available in a sod or log house and the amount of privacy available to family members.
- Imagine you are living in a sod or log house. Describe:
  - The water supply – How does the water supply affect the work you do and the way you live?
  - The heating system – What must family members do to keep the house warm?
  - Food storage – How does the food storage system affect the types of foods you eat?
  - Lighting for the house – How does the way your house is lit affect the activities you do?
- Create a contextual drama relating to life in a sod or log house. Work in small groups. Each group has 10-15 minutes to decide on their roles and the ideas that will be expressed in their improvisation. Possible topics for the contextual drama include:
  - You receive a letter from a relative in Europe saying that one of your cousins has a new baby.
  - In the fall, your father goes to work on the railroad leaving you, your mother, brothers, and sisters on the farm. You will not see your father until spring.
  - Your sister cuts her foot badly while chopping wood.
  - It is your birthday and you want to celebrate.
  - The nearest school is 10 kilometres away.

  As you perform your improvisation, respond to each other's ideas rather than to a prepared script. *(Grades 4 and 5 Social Studies, Heritage) (Grades 1 to 12 Arts Education, Drama)*

**7. Saskatchewan's Early Immigrants** – Consider the reasons why fur traders and agricultural settlers came to Saskatchewan. The factors that brought them to this province are often described as "push-pull" factors. Aspects of life in their homeland pushed them away and the promise of something better pulled them to Saskatchewan.

- Pretend you are a young man in France or England in 1840 who has decided to go to the Canadian West as a fur trader, or a youth in Ukraine, Russia, England, or Germany in 1905 whose family has decided to settle in southern Saskatchewan. Write a letter to a friend or family member explaining the reasons why you are emigrating to Saskatchewan.
- Plot the location of Saskatchewan's fur trading posts on a map. Speculate why they were located at these spots. Find sketches or descriptions of those early fur trading posts. *(Grades 4 and 5 Social Studies, Heritage) (Grades 4 to 12 English Language Arts) (History 30, Canadian Studies, Relationships)*





**8. Coming to Saskatchewan** – Find out more about how settlers came to Saskatchewan between about 1890 and 1920. Some settlers came from Europe or Asia; others came from eastern Canada or the United States. Ships, trains, and horse-drawn carts and wagons were common means of transportation.

Imagine you are coming to Saskatchewan from Germany, Ukraine, or China (or from Ontario or one of the American states).

- Trace your route on a world map. Indicate the type of transportation used during each leg of your journey. Determine how long each leg of the journey will take using that means of transportation. Who else is on the ship, boat, or wagon with you? How do you feel (physically and emotionally) on each leg of the journey? How do you feel when you get to Saskatchewan?
- Write a paragraph describing your journey. What means of transportation do you use at various points during the journey? Describe living conditions while you are travelling with each means of transportation. *(Grades 4 and 5 Social Studies, Heritage) (Grades 4 to 12 English Language Arts)*

**9. The One-Room School** – Find out more about one-room schools. These types of schools were common in Saskatchewan until the middle of the 20th century.

- Find answers to questions such as these: Why were one-room schools established? How did students get to one-room schools? Why were one-room schools gradually replaced with larger schools? What role has technology of various types played in the move toward larger schools?
- Organize one or more one-room schools in your school for a day. Regroup students so that every classroom includes students from Kindergarten to Grade 8. Beforehand, help your teacher plan for the day. What lessons will she or he teach? How will your teacher organize the classroom so that students in Kindergarten and Grade 1 get the focused attention children of this age need? How will your teacher organize the class so that all students are learning and participating? At the end of the day, contrast and compare life in a one-room school to the school experiences with which you are familiar. What is different? What is the same? What did you like about the one-room experience? What was awkward or uncomfortable for you? What did you learn from your experience in the one-room school? *(Grade 4 Social Studies, Heritage)*

**10. Interdependence** – Describe how First Nations peoples and Europeans became interdependent during the early years of European immigration, about 1750 to 1800. Most of the Europeans who came during this time were fur traders who travelled throughout northern Saskatchewan where furs are abundant.

Consider:

- What knowledge did First Nations peoples and Europeans share with each other? How did the shared knowledge benefit each group?
- What technologies did First Nations peoples and Europeans share with each other? How did sharing technologies benefit each group?
- What goods and services did each group provide to the other? How did exchange of goods and services benefit each group?

Present information about interdependence between First Nations peoples and Europeans in the 18th century as a newspaper article, a radio or TV news report, or a dramatization. *(Grades 4 to 12 Arts Education, Drama) (Grades 4 to 12 English Language Arts) (Grades 4 and 5 Social Studies, Heritage) (Grade 9 Social Studies, Culture) (Grade 10 Native Studies)*

**11. Life in Saskatchewan 100 Years from Now** – Write a description of life in Saskatchewan in 2105. Life in Saskatchewan has changed a lot since 1905. It will probably change just as much in the next 100 years. In the description, consider the six components of culture: politics, economics, social life (including family life), religion, the arts, and education.

- Write a description or create a dramatization of a typical day for a Grade 4, 8, or 12 student in the year 2105. What does the student do first thing in the morning? What is school like? How does the student spend her/his spare time? What does the student eat? What are this student's goals for the future? *(Grades 4 to 12 English Language Arts) (Grades 4 to 8 Arts Education)*

**12. The Great Depression** – Find out how the Great Depression of the 1930s affected people in Saskatchewan.

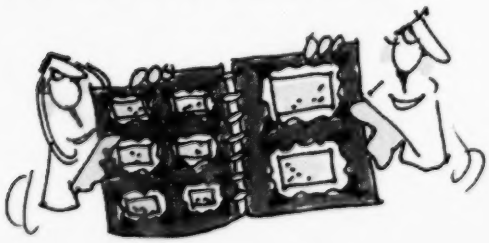
- Investigate the Depression. What caused it? Why did it affect Saskatchewan more than other parts of Canada?
- Research the actions taken by the Canadian and Saskatchewan governments in response to the Depression. What did these governments do to help people of the Prairies?
- Investigate the expression "The Dirty Thirties". What does this expression mean? Use any art form you wish, for example, a sound piece, to illustrate what the expression means to you.
- Pretend you are a farmer. There is no rain and your crop is drying up. Write a diary entry or create a dance that describes your situation and your feelings.
- Find out what Bennett buggies were and how they got their name. Why did people use Bennett buggies?
- Find out how the Great Depression affected the First Nations and Métis peoples in Saskatchewan. *(Grades 4 and 5 Social Studies, Heritage) (Grades 4 to 12 Arts Education) (History 30, Canadian Studies, Relationships)*

**13. Immigration Today** – Learn more about immigrants from all over the world who come to Saskatchewan today.

- Interview someone who has immigrated to Saskatchewan recently. Encourage the person to describe his or her impressions of Saskatchewan and experiences in this province. For example:
  - What do you like about Saskatchewan? What are the biggest challenges about living here?
  - What did you find that was different? What was familiar to you? What surprised you about Saskatchewan?
  - Use any art form you wish to portray the experiences of new immigrants. *(Grades 4 and 5 Social Studies, Heritage) (Grade 9 Social Studies, Culture) (Grades 4 to 12 Arts Education)*

**14. Celebrate Saskatchewan's Heroes** – Discuss the concept of heroism and emphasize that there can be many types of heroes. Heroes can be people who have overcome difficulties or contributed to the community, as well as people who have been brave or won contests. Brainstorm a list of Saskatchewan heroes. The heroes might include members of your family, members of the community, provincial figures (either historical or contemporary), and/or people who fought in wars. Be sure to include female and male heroes, and heroes from various cultural groups.

- Write a paragraph about a Saskatchewan hero you particularly admire. The paragraph can answer questions such as: What makes this person a hero? What would I do in this person's situation?
- Create a Saskatchewan Hall of Fame that features information (and photos, if possible) about Saskatchewan heroes. This can be a class or school project. The Saskatchewan Hall of Fame can be a bulletin board or display that is shared with the whole school or the community. If you would prefer to focus on heroes in your own community, create a Local or Regional Hall of Fame instead of a Saskatchewan Hall of Fame.
- Create a timeline to show when each Saskatchewan hero lived.
- Discuss the characteristics of these Saskatchewan heroes. Create a visual art, dance, or music piece to express these characteristics. *(Grades 4 and 5 Social Studies, Identity) (Grade 5 English Language Arts, Heroes) (Grades 4 to 12 Arts Education)*



# Celebrate Saskatchewan Communities

Seventy-six percent of Saskatchewan's population lives in urban centres and 24 percent in rural areas.

In Saskatchewan, in 2004, there were 13 cities, 145 towns, 358 villages, 25 northern municipalities, 297 rural municipalities, and 71 First Nations. Regina is the capital city of Saskatchewan and had a population of 187,500 people in 2004. The provincial Legislative Buildings are located in Regina.

The government of Saskatchewan, like that of Canada as a whole, is a constitutional monarchy and parliamentary democracy.

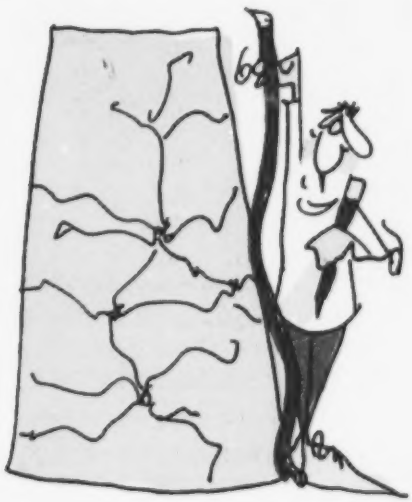
Decisions made by the provincial government affect everyone in the province. Local governments (mayors and councils of rural municipalities, cities, towns, and villages) provide services such as police and fire protection to their community, enact laws to protect people's health and safety, and focus on the economic development of their communities. First Nations governments have all these responsibilities and are often responsible for housing and education as well.

**1. Our Highways** – Calculate the percentage of provincial highways that are paved two-lane, paved four-lane divided, oil treated, and gravel. Display this information in a bar or circle graph. Information about the number of kilometres of highways in each of these categories appears in the *Saskatchewan Fact Sheet* from the Saskatchewan Bureau of Statistics. *(Grades 6 to 9 Mathematics, Data Management)*

**2. A Saskatchewan Trip** – Plan a trip through Saskatchewan.

- Plan a hike or a bicycle/roller blade trip through Saskatchewan. Use maps of the province to plan the trip. On what roads and highways will you travel? Through what communities will you pass? Where will you stay overnight? What scenery and natural features will you see? How many kilometres will you travel? How many days will the trip take?
- Plan a canoe trip. On what rivers or lakes will you travel? Will you encounter any rapids or waterfalls that might give you trouble? Will you have to do any portages? What animals and natural features will you see? How many kilometres will you travel? How many days will the canoe trip take? *(Grades 4 and 8 Social Studies, Identity)*

**3. Distances in Saskatchewan** – Use a provincial highway map to calculate distances from the community where you live to any other spot in the province. For example: How far is it from where you live to Regina, to La Ronge, to Swift Current? Calculate the distance in two ways. First, mark out a highway route to calculate the distance by car. Then, calculate the distance over land (as the crow flies). What is the difference? Why is the distance by highway usually longer? *(Grade 4 Social Studies, Identity) (Grades 1 to 5 Mathematics, Measurement)*



**4. Saskatchewan Place Names** – Find out the origins of the name of your community; of highways, streets, and roads in your area; of nearby lakes and rivers.

- Invite an Elder or other expert on local history to speak to your class about the origins of local place names.
- Look up your community in a reference book about Saskatchewan place names.
- Identify Saskatchewan place names that come from an Indigenous language. For example, the Plains Cree gave Saskatchewan its name. Their word ***kisiskaciwan*** means "swift flowing water". For each place name, answer questions such as: Upon what Indigenous language is the place name based? What did the word originally mean? Has the pronunciation and/or spelling changed over time?
- Identify Saskatchewan place names that come from other languages. What does the place name mean in the original language? Why was the name selected for the community?
- Locate lakes and other geographic features that are named after people who died in World War I, World War II, the Korean War, and with the Canadian Merchant Navy. Collect information about as many of these people as you can and write short biographies of them.
- Find out why Regina is often nicknamed the "Queen City". Investigate the nicknames of other Saskatchewan cities and towns. Does the community where you live have a nickname?
- Create a tableau to express the name of your community. *(Grades 4 and 8 Social Studies, Identity) (Grade 9 Social Studies, Culture: Our First Nations Roots) (Grades 1 to 12 English Language Arts) (Grades 4 to 12 Arts Education)*

**5. The Treaties** – Learn more about the five numbered treaties that apply to the area that is now Saskatchewan. These include treaties 4, 5, 6, 8, and 10.

- Research the treaties (one treaty for each group of students). Answer questions such as the following: When was the treaty signed? To what geographic areas does it apply? Which First Nations participated in signing the treaty? What were the events that led up to signing the treaty (destruction of the buffalo, hunger, etc.)? What are the provisions of the treaty concerning health care, land use, assistance in times of famine, exemption from taxation?
- Ask Elders to talk about traditional First Nations perspectives on land use and land ownership and the European perspective during the period 1870 to 1910. How are these perspectives different? How did these different perspectives about the land affect the two groups' expectations of the treaties?
- Compare the expectations of both groups that signed the treaties with the results. Complete a chart such as the one below.

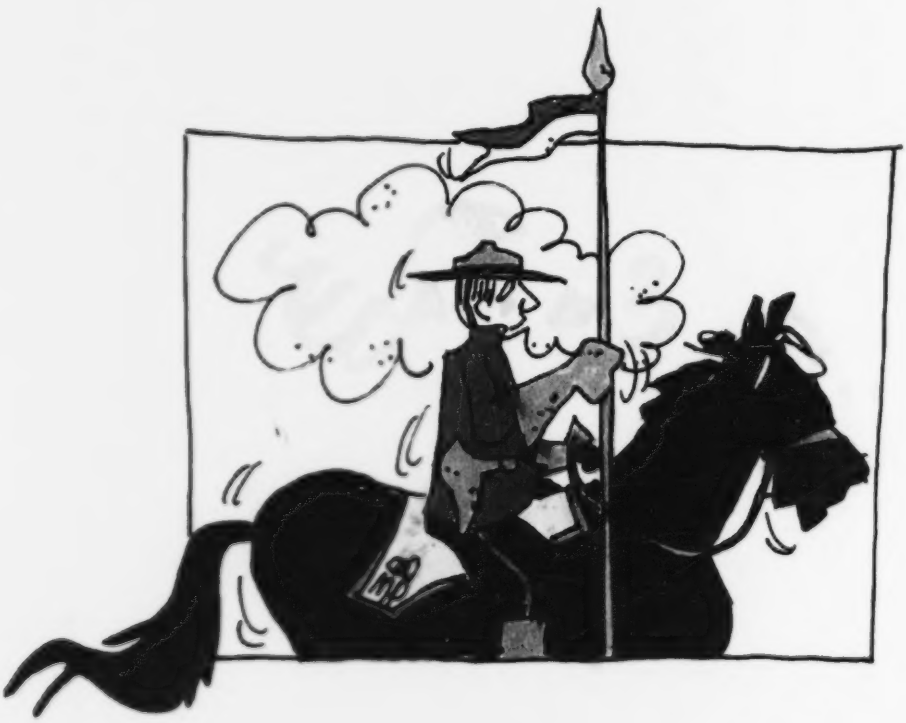
| First Nations' Expectations from Treaty | What First Nations Received from Treaty | Canadian Government's Expectations from Treaty | What Canadian Government and People Received from Treaty |
|---|---|---|---|
| Peace and friendship | | Peace and friendship | |
| Education | | Land for settlement | |
| Health care | | Access to resources | |
| Protection of way of life | | Agricultural settlement of the prairie region | |
| Help in times of famine | | Populate and settle the country | |
| Sharing of land | | Railway expansion to unite the nation and increase economic prosperity | |
| Military exemption | | Stop American expansion | |
| Tax exemption | | | |
| Right to freely cross Canada/U.S. border | | | |

*Used with the permission of the Office of the Treaty Commissioner.*

- Reflect on the meaning of the treaties today. What do the terms of the treaties mean in the 21st century? Why do the treaties continue to be significant? What work are federal, provincial, and First Nations governments doing to address treaty issues today? *(Grades 4 and 5 Social Studies, Heritage) (History 30, Canadian Studies) (Law 30, Foundations of the Canadian Legal System) (Native Studies 30, Land Claims and Treaty Land Entitlements) (Social Studies 30, Canadian Studies)*

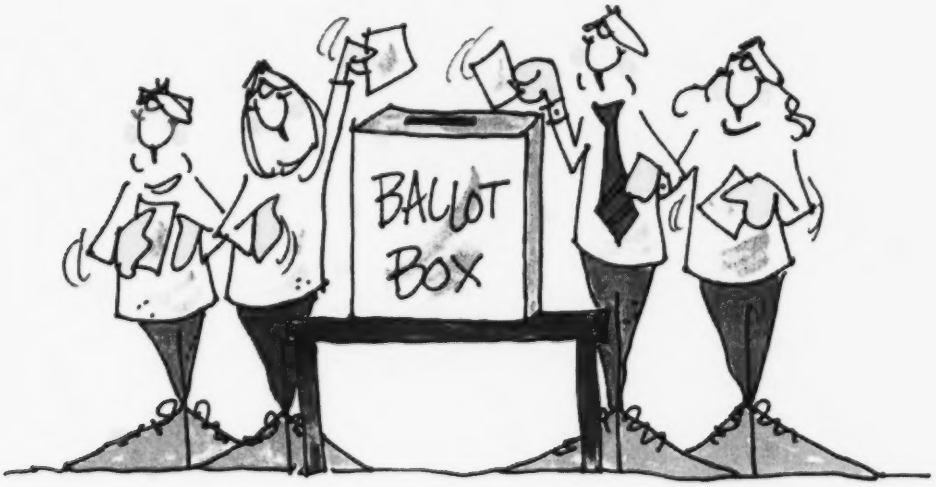
**6. North-West Mounted Police/Royal Canadian Mounted Police** – Learn more about the police force which has played such an important role in Saskatchewan's history.

- Find out why the North-West Mounted Police (NWMP) was established. How did the Cypress Hills Massacre influence establishment of the NWMP? Trace, on a map, the route taken by the NWMP during their march west. Read accounts of the NWMP march west and speculate how crossing Saskatchewan in the 1870s would be different from crossing the province today.
- Find the location of the first NWMP post. Why was it located at this particular spot?
- Find out why and when the North-West Mounted Police became the Royal Canadian Mounted Police (RCMP). What names did this force have during the transition from the name North-West Mounted Police to the present-day name, Royal Canadian Mounted Police? Find photographs or sketches of the uniform worn by the NWMP in the late 1870s. How is it different from the uniform today? How is it the same?
- Find out why Regina is known as the "home of the RCMP". Visit Depot Division in Regina where the RCMP Training Academy is located, and/or local museums such as the NWMP Museum which is part of the Estevan Art Gallery and Museum. *(Grades 4 and 5 Social Studies, Heritage)*



**7. Constitutional Monarchy** – Learn about the way that constitutional monarchies, such as the government of Saskatchewan, work.

- Identify the characteristics of a constitutional monarchy. What is the relationship between a constitutional monarchy and a parliamentary democracy? What is the difference between a totalitarian government and an oligarchy/plutocracy or a parliamentary democracy?
- Answer questions such as these: What are the relationships among the Lieutenant Governor of Saskatchewan, the Governor General of Canada, and the Queen? What is the relationship between the Lieutenant Governor of Saskatchewan and elected government officials such as the Premier and the Cabinet? *(Grade 4 Social Studies, Decision Making) (Grade 8 Social Studies, Citizenship) (Grade 10 Social Studies, Political Decision Making)*

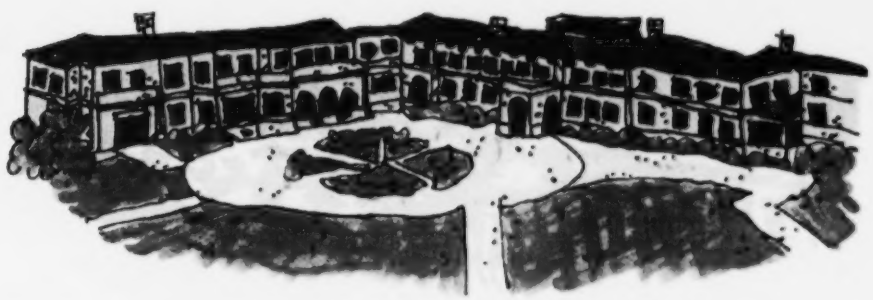


**8. The Lieutenant Governor of Saskatchewan** – Learn more about the position of Lieutenant Governor of Saskatchewan.

- Investigate the Lieutenant Governor's role. What are the duties and responsibilities of the Lieutenant Governor? What role does the Lieutenant Governor play in government, in the community?
- Learn more about the symbolism associated with the Lieutenant Governor's office. What is the Vice-Regal Standard? Where and when is the Standard flown? Draw a picture or find a photograph of the Vice-Regal Standard. What is the Vice-Regal Salute? When is it performed? Practise playing the Vice-Regal Salute on a musical instrument.
- Find out more about the people who have held the position of Lieutenant Governor of Saskatchewan. Who was the first Lieutenant Governor? Who is the present Lieutenant Governor? Identify streets, buildings, etc., that have been named after Saskatchewan's Lieutenant Governors.
- Report on how a person becomes Lieutenant Governor of Saskatchewan. How and by whom is the Lieutenant Governor selected? What are the desired characteristics/attributes to hold this office? *(Grades 4 and 5 Social Studies, Decision Making) (Grade 8 Social Studies, Citizenship) (Grade 10 Social Studies, Political Decision Making)*

**9. Government House** – Learn more about Government House. Government House is both a national and a provincial historic site. An official Centennial project for the province of Saskatchewan is the addition and renovation to Government House. One feature of the addition is that it provides assembly space for school tours and visitors.

- Find answers to questions such as the following: What role did Government House play in the past and what role does it play today? Where was the first Government House located in Saskatchewan and why was it located there? When was Government House relocated to Regina and why?
- Visit Government House in Regina. Draw a floor plan of Government House. For what purpose is each room or space used? Draw a sketch of the room or space you like the best, write a paragraph describing this room or space, and tell what you liked about it. *(Grades 4 and 5 Social Studies, Decision Making) (Grade 8 Social Studies, Citizenship) (Grade 10 Social Studies, Political Decision Making) (Grades 1 to 9 Arts Education, Visual Art) (Grades 1 to 12 English Language Arts)*



**10. Saskatchewan's Capital City –**
Learn more about Saskatchewan's capital city.

- Collect information about Saskatchewan's capital city. Which city was first named as the capital? When and why did Regina become the capital city?
- Learn more about the Legislative Building in Regina. In what part of the city is it located? What are the functions of the building?
- Investigate the technology used to build Saskatchewan's Legislative Building in the early 1900s by visiting the website of the Saskatchewan Legislative Assembly.
- Collect photographs of the exterior of the Legislative Building in Regina and of special areas in the building such as the Legislative Chamber, the Legislative Library, and the Rotunda. Create a bulletin board or display of your photographs. *(Grades 4 and 5 Social Studies, Heritage) (Geography 20, Place Theory)*

**11. Saskatchewan's Premiers –**
Research Saskatchewan's Premiers from 1905 to the present day.

- List the Premiers of Saskatchewan from 1905 to the present day. With what political party was each Premier affiliated? For what achievements is the government led by each of these Premiers remembered?
- Collect information about the duties and responsibilities of Saskatchewan's Premier.
- Identify streets, roads, buildings, etc., that are named after Saskatchewan's Premiers. *(Grades 4 and 5 Social Studies, Decision Making) (Grade 10 Social Studies, Political Decision Making)*

**12. Provincial Government in Saskatchewan** – Identify the four types of government in Saskatchewan – federal, provincial, local, and First Nations. Each type of government is responsible for providing certain services and for passing laws relating to certain matters. List the responsibilities of each type of government (there will be some overlap).

- Find the answers to these questions: How many members are in Saskatchewan's legislature? What party is in power? What parties are in the opposition? Who is the Premier? Who is the Leader of the Opposition? Who are the leaders of the other parties?
- Find pictures of the Premier, the Leader of the Opposition, and the leaders of other political parties.
- Find the answers to questions such as: In what provincial constituency is your school located? In what constituencies do students live? Who are the Members of the Legislative Assembly (MLAs) for those constituencies? What parties do these MLAs represent?
- Ask a local MLA to visit your school and to speak about the role of the provincial government in Saskatchewan. Take notes during the MLA's presentation. Later, pretend you are a newspaper reporter. Write a newspaper article that summarizes the MLA's speech and emphasizes the issues the MLA considers important.
- Collect information about current issues facing the provincial government. Write a summary that describes the basic issue and differing perspectives on the issue. Write a letter to the editor that supports one side or the other on a current provincial issue. As a class, choose one of these issues and create a contextual drama based on the issue.

- Visit a session of the provincial Legislature in Regina or watch it on TV. Create a mock legislature in your classroom. Appoint students to be Speaker, Premier, and Leader of the Opposition. Other students can be Members of the Legislative Assembly. Give each student an opportunity to speak about a current issue, respond to another member's speech, or ask questions during question period.
- Identify some of the major decisions made by the provincial government in the past. For each decision:
  - Identify the issues or concerns that led to the decision.
  - Describe why some people were opposed to the decision made by the government.
  - Describe the effect that decision has on your life today.
- Look five or 10 years into the future. What do you think the big issues will be? Describe the issues and various perspectives on each issue. Why do you believe these issues will be important in the future? Use any art form you wish to illustrate your perspective on an issue. *(Grade 4 Social Studies, Decision Making) (Social Studies 10, Canadian Studies) (Social Studies 30, Canadian Studies)(Grades 4 to 12 Arts Education) (Grades 4 to 12 English Language Arts)*

**13. Local and First Nations Government** – Learn about how your community is governed.

- Who is the mayor/reeve/chief of your community? Who are the members of council?
- Interview your mayor/reeve/chief or a member of council. Ask questions such as: What can you learn from serving in local or First Nation government? How can you help others? What are the challenges? What is one big issue that your local or First Nation government is currently addressing? What actions are your local or First Nation government taking to plan for the future? *(Grade 4 Social Studies, Decision Making) (Canadian Studies 30, Governance)*

**14. A Unique Community** – Find out what is unique or special about your community. How is your community different from other communities? Check local history books, visit the local museum, or interview an Elder or person who has studied local history.

- Create a bulletin board about all the things that are unique or special about your community. Display it at town/city hall or a local business.
- Create, in small groups, visual artworks or tableaux to represent the unique or special aspects of your community.
- Create a website describing all the things that are unique or special about your community. Post it on your school website or ask the city, town, First Nation, or rural municipality where you live to post it on their website. *(Grade 2 Social Studies) (Grade 8 Social Studies, Identity) (Grades 2 to 12 Arts Education)*

**15. Saskatchewan's Multicultural Population** – Learn more about the ethnic and linguistic origins of people in your community.

- Bring information about the origins of your family to school. Do you have one predominant culture in your background or a mixed heritage? Prepare a cultural profile that reflects the whole class or the whole school.
- Contact a class in a different part of the province and compare cultural profiles. Why are cultural profiles different in different areas of Saskatchewan?
- Collect information about all the different languages that are spoken in your community. Record comments by people speaking these different languages. Then create an audio or video documentary that identifies the languages spoken, describes other parts of the world where these languages are spoken, and includes an example of each spoken language. *(Grade 8 Social Studies, Identity) (Grades 1 to 9 English Language Arts, Listening and Speaking) (Grades 4 to 12 Arts Education)*

# Celebrate Saskatchewan Innovation and Technology

Saskatchewan has a long history of creativity and innovation. That history starts with the First Nations peoples who developed technologies that enabled them to live in a harsh climate. Saskatchewan farmers have a tradition of inventing tools and equipment to make farming easier.

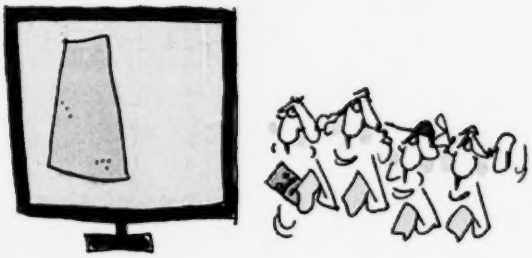
Today in Saskatchewan, facilities like Innovation Place in Saskatoon and the Regina Research Park, agencies like the Saskatchewan Research Council, Saskatchewan's universities, and many federal and provincial government laboratories support innovation and the development of new technologies.

**1. Historical First Nations Technology** – Learn more about the technologies developed by First Nations peoples in Saskatchewan prior to European settlement. The First Nations peoples used nature's resources to create tools, household implements, and means of transportation that made life easier.

- Identify one item that interests you (for example, snowshoes, canoes, spear points/arrowheads/knives). Research the raw material and the processes used to create this item. Write a description of every step in the process and estimate the amount of time that each step took. Identify the special skills needed to create this item.
- The buffalo was a source of food, housing, clothing, and tools for the First Nations peoples who lived in southern Saskatchewan. List and draw sketches of all the items that were created wholly or partially from the buffalo. *(Grades 4 and 5 Social Studies, Heritage)*

**2. Technology and Toys** – Investigate how technology has affected children's toys and games.

- Collect information about toys and games that Saskatchewan children played with 500, 100, and 50 years ago. Look at old photos and catalogues, visit a museum, or ask people who are 60 to 100 years old.
- Describe some of the common toys and games that Saskatchewan children play with today. Identify those that have an electronic element (batteries, computer chip).
- Create a display or write a description describing how changing technology has affected the toys and games used by Saskatchewan children.



**3. Technology and Daily Life** – Interview a person who is more than 70 years old – an Elder, a great-grandparent, or a neighbour. Ask this person about the way that technology has changed people's lifestyles over the years.

This person has seen lots of technological change in his/her lifetime. When this person was a youth, there were no televisions, no computers, few paved highways, and few movie theatres. Some families did not have cars and, in any case, cars travelled slowly by today's standards. Many families did not have electricity, so there were no electric lights, stoves, or refrigerators. Ask:

- How has television changed the way children spend their time and the things that families do together? How has the computer changed the way people communicate and spend their time?
- How have paved highways and big school buses changed schooling? How have reliable, fast cars and paved highways changed the way people shop and do business? How have airplanes and snowmobiles changed life in the North?
- How did providing electricity to most homes in Saskatchewan change the way people live, the way they prepare and store food, the way they spend their time? How did it affect the things people do for recreation?
- Record the interviews (audio or video). Create a documentary for radio or TV broadcast describing how technology has changed daily life in Saskatchewan. Use a narrator to carry the storyline and include clips from the interviews with older people. *(Social Studies 30, Change)*

**4. The Western Development Museum** – Visit the Western Development Museum (WDM) that is closest to you. The WDM is the museum of social and economic history for the province of Saskatchewan. It has four branches in the cities of Moose Jaw (Transportation), North Battleford (Agriculture), Saskatoon (Farm life), and Yorkton (Immigration).

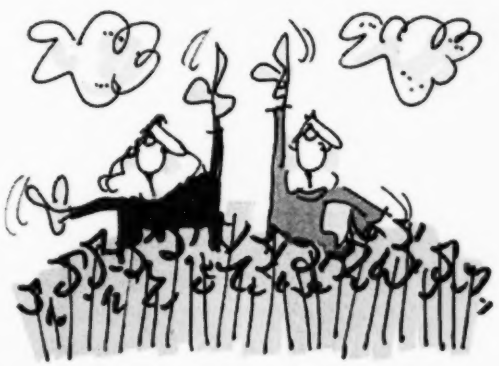
- After the visit, select one or two items of technology from "the old days". Describe how this item of technology was used. Then describe the modern technology or equipment that is used for the same purpose.
- List all of the tools and machines you saw at the WDM that we no longer use today – for example, few homes have butter churns today.
- List all of the tools and machines we use today that you did not see at the WDM. For example, we use computers and DVDs, which were invented only recently.

*(Grades 4 to 6 Social Studies, Interdependence)*
*(Grade 7 Social Studies, Change)*

**5. Rural Electrification** – Describe the effects of rural electrification. In 1949, the Government of Saskatchewan passed *The Rural Electrification Act* which gave SaskPower the mandate to extend electrical service to all farms in the province. Before that, only some city homes had power.

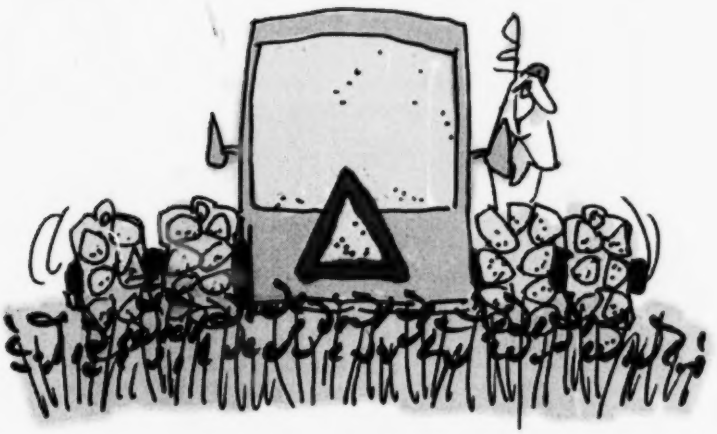
- Imagine that you are a child or youth living on a farm in 1950. Your farm does not yet have electricity, so you do not have electric lights, an electric stove or refrigerator, or toys and games powered by electricity. Write a paragraph or record a narrative describing a typical day. What is it like getting up in the morning? What do you eat for breakfast? What do you do for fun after school? What household or farm chores do you do? How is your house heated and lighted? How is food stored and prepared in your home?

*(Grades 4 to 6 Social Studies, Interdependence)*
*(Grade 7 Social Studies, Change)*
*(Grades 4 to 12 English Language Arts)*



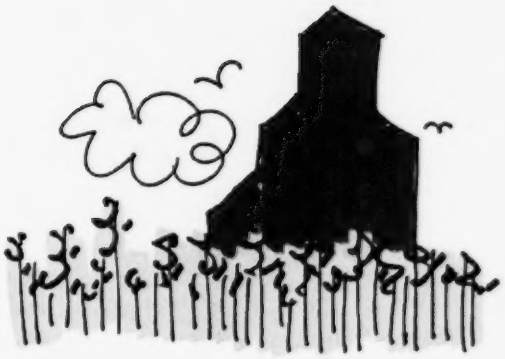
**6. Changes on the Saskatchewan Farm** – Describe how technology has changed the way work is done on Saskatchewan farms.

- Compare seeding and harvesting of wheat, oats, and barley 100 years ago to today. Look at old photos or visit a museum to find out how seeding and harvesting were done 100 years ago. Ask local farmers or agricultural equipment dealers about harvesting today. Consider: What type of equipment is used? How many people are needed? What work do people and horses do during seeding and harvesting? What types of fuels are used? How is seeding and harvesting now different from seeding and harvesting 100 years ago? How is it the same? What crops are grown today that were not grown 100 years ago?
- Compare livestock farming 100 years ago to livestock farming today. How many pigs, chickens, or cattle did a typical farmer have 100 years ago? How many of these animals does a typical farmer have today? Consider the way these animals are fed, housed, and marketed. What is different today? What is the same as it was 100 years ago?
- Collect information about people who have been innovators in Saskatchewan agriculture. Your list might include people who invented farm equipment, grew new crops, or developed new ways of processing Saskatchewan's agricultural products. For each person, identify the innovation, the impact this innovation had on farming, and the way this innovation affected Saskatchewan's overall economy. *(Grades 4 to 6 Social Studies, Interdependence) (Grade 7 Social Studies, Change) (Agricultural Studies 30, The Role and Use of Agricultural Technology)*



**7. Agricultural Equipment in Saskatchewan** – Find out more about agricultural equipment invented and manufactured in Saskatchewan.

- Identify some of Saskatchewan's farm equipment manufacturers. Where are they located? Why did they choose this location? What types of equipment do they manufacture? What impact do these manufacturers have on the communities in which they are located? What would happen to local economies if these farm equipment manufacturers closed?
- Develop a list of farm equipment manufactured in Saskatchewan and find a picture of each piece of equipment. For what purpose is each piece used? Describe the special features of each piece. Group the agricultural equipment into categories such as tillage and rock removal, spraying and fertilizing, livestock handling, seeding and harvesting, and grain handling. Find out which other countries buy these pieces of farm equipment.
- Watch Saskatchewan-manufactured farm equipment in action. Ask the manufacturer or dealer for a video showing equipment in use or make a video program yourself to share with the class.
- Investigate the role of farm equipment manufacturing in Saskatchewan's economy. How many people work in this industry? What was the value of farm equipment sold last year? Why is the development and export of Saskatchewan farm equipment important to the general Saskatchewan economy as well as to the farm economy?



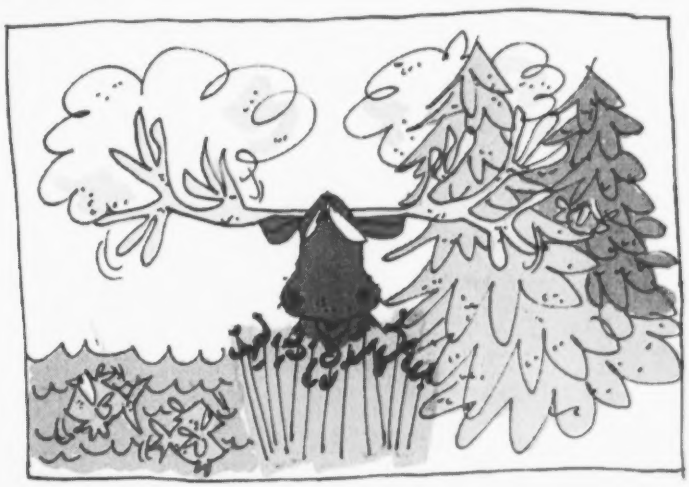
- Compile an inventory of Saskatchewan-manufactured farm equipment that is being used in your community. List the types of equipment and the farms where each piece is being used. Develop the inventory by interviewing farmers and equipment dealers, and by observation.
- Learn about exports of farm equipment manufactured in Saskatchewan. What is the value of exports? To what countries is this equipment exported? On a world map, mark the location of all the provinces and countries to which Saskatchewan farm equipment is exported. How have these international markets been developed? *(Grades 4 to 6 Social Studies, Interdependence) (Agricultural Studies 30, The Role and Use of Agricultural Technology) (Canadian Studies 30, Unit Two: Economic Development)*

**8. Wild Rice in Saskatchewan** – Learn more about wild rice harvesting and processing in Saskatchewan.

- Collect information about wild rice in Saskatchewan – In what part of the province does it grow? What environmental conditions does it need to grow? Why is the term "wild rice" inaccurate?
- Describe wild rice harvesting in words and pictures. Be sure to include information about both manual and mechanical harvesting. Collect pictures of the specialized machinery used for wild rice harvesting. Why is such specialized equipment needed? Who manufactures it?
- Find out where wild rice processing plants are located in Saskatchewan. Trace the path of a kernel of wild rice through the processing plant. Through what different processes does it go? What is the purpose of each process? What specialized equipment is used in a wild rice processing plant?
- Enjoy Saskatchewan's wild rice. Find recipes that use Saskatchewan wild rice. Try to find recipes for soups/appetizers, main course dishes, and desserts. Prepare a meal that features several wild rice dishes. Invite family members and Elders to share the meal. *(Grades 4 to 6 Social Studies, Interdependence) (Grade 7 Science, Saskatchewan – The Land)*

**9. Lake Diefenbaker and the Gardiner Dam** – Discover Lake Diefenbaker and the Gardiner Dam. These two features were created by people between 1959 and 1967.

- Find out why the Gardiner Dam was created. What are the purposes of this dam? How did it happen that Lake Diefenbaker was created at the same time? Locate the Gardiner Dam and Lake Diefenbaker on a map. What effect did creation of this dam and lake have on nearby communities?
- Visit the Gardiner Dam. Find out the role played by different parts of the dam such as the dam itself, the spillway, the central tower, the penstocks, the turbines, etc. Draw a diagram of the dam and label each part.
- For whom was the Gardiner Dam named? For whom was Lake Diefenbaker named?
- List all the uses of Lake Diefenbaker today. For what purposes is its water used? How do people use the lake for recreation? How has the lake affected animals, birds, and other wildlife in the area? *(Grades 4 to 6 Social Studies, Interdependence) (Grade 8 Science, Energy Resources in Saskatchewan) (Grade 10 Science, Earth/Environmental Science)*

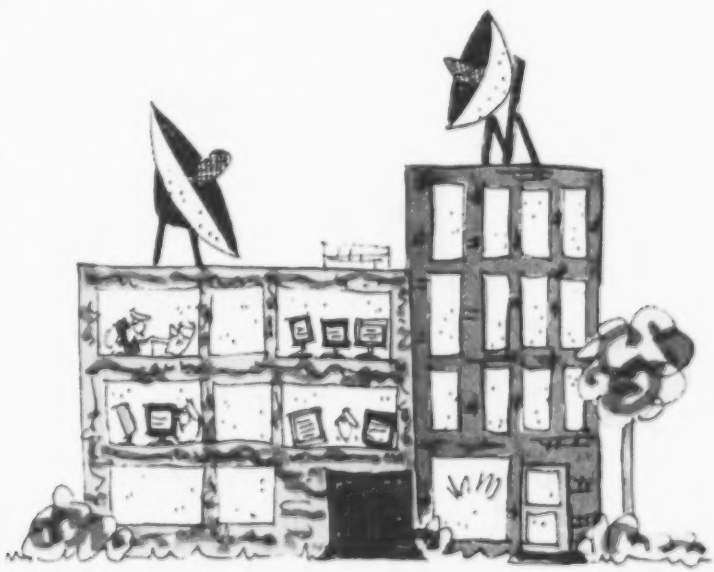


**10. Innovation Place/Regina Research Park** – Find out more about Innovation Place in Saskatoon and the Regina Research Park in Regina. These research parks supply facilities, on a commercial basis, to support the research and development community in Saskatchewan.

- Pick a tenant of Innovation Place or the Regina Research Park that interests you. (All tenants are listed on these facilities' websites.) Find out more about the company by writing to it and/or researching it on the Web. What does this company do? How does its work benefit the people of Saskatchewan? How will it affect your life personally?
- Arrange to visit Innovation Place or the Regina Research Park. Maps are available online. Drive or walk through the area, noting the location of significant buildings. Observe the architecture of the buildings and sketch or draw buildings that are particularly modern, dramatic, or unusual-looking. Back in the classroom, create a display of photos and sketches of the buildings you saw and discuss the reasons why the architecture of some of the buildings is innovative.
- Visit the offices/laboratories of a few of the tenants at Innovation Place or the Regina Research Park and see research in action. Ask the scientists, managers, and other workers you meet about the skills and education needed for a job like theirs. *(Career and Work Exploration 10 to 30)*

**11. The Canadian Light Source** – Find out more about the Canadian Light Source (CLS) Synchrotron being built at the University of Saskatchewan in Saskatoon. It is the biggest science project in Canada in 30 years.

- Collect information about the Synchrotron. What is it? How does it work? For what will it be used?
- Visit the Synchrotron in Saskatoon and see it in action.
- Identify the many practical uses of synchrotron light. For example, it can be used to develop new drugs.
- Investigate career opportunities at the Synchrotron. What types of jobs are available there? What education and skills are needed for each of these jobs? Pick one job that interests you. Map out an educational path that will take you from where you are now to an interesting job at the Synchrotron. *(Career and Work Exploration 10 to 30) (Physics 20, Light)*



**12. Saskatchewan Inventions** – Find out more about Saskatchewan inventions and inventors. The Western Development Museum is a good source of information about Saskatchewan inventions.

- List inventions or innovations that were developed in Saskatchewan. Consider inventions of First Nations peoples in historical times, as well as contemporary inventions. Inventions might include equipment, agricultural products, and manufacturing processes. Describe the purpose of each invention.
- Pick one Saskatchewan invention or innovation that interests you and research it thoroughly. Who invented it? What purpose does it fulfill? What raw materials and processes are used to create this invention? Have its effects on society been positive or negative? How would your life be different if this innovation had not been developed? Find as many situations as you can where this invention is being used in your community.
- Pick a Saskatchewan inventor who interests you and find out as much as you can about this person. What did this person invent? Why? How have this person's inventions affected life in Saskatchewan, life all over the world?
*(Grade 4 Social Studies, Heritage)*
*(Entrepreneurship 30)*

**13. Inventors in Your Community** – Find out whether any inventors live in your community. Some inventors patent and sell their inventions, but most use their inventions in their homes or on their farms to make their lives easier.

- Learn about local inventions by inviting the inventors into your classroom or by visiting their farms. Ask them: Why did you invent this item? What kind of thinking and work went into this invention? Where will you go from here with this invention?
- Organize a bulletin board display of local inventors and their inventions. Display it in a local bank, recreation centre, or government building so the whole community can learn from it.
- Practise being an inventor yourself. Think of a few things that would make your life or your family's life easier, or think of something that every household in Canada could use. Your invention can be a machine, a piece of electronic equipment, or a new food product. Create a prototype of your invention, develop a set of plans and specifications, or develop a three-dimensional model of your invention.
*(Grades 4 to 12 Arts Education)*
*(Entrepreneurship 30)*

# Celebrate Saskatchewan
# Sports and Recreation

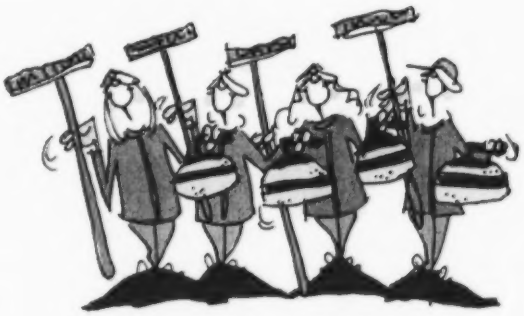
There are many ways to have fun in Saskatchewan. Our beautiful parks are one of the great things about this province. You can hike, ski, swim, golf, canoe, or simply appreciate nature's splendour in a national, provincial, or local park.

Sports are important in Saskatchewan. Many Saskatchewan communities have a skating rink, a curling rink, a ball diamond, or a school gymnasium, and many internationally recognized athletes come from Saskatchewan.

**1. Celebrate Curling** – Curling is Saskatchewan's official sport. People have been curling in what is now Saskatchewan since the 1880s. Curling is one of the most popular winter sports in the province, and curling rinks are the centre of activity in many small communities.

Saskatchewan has been home to some of the best curlers in the world. In recognition of the significance of curling to Saskatchewan people and the international contribution of Saskatchewan curlers to the sport, the Saskatchewan Legislature adopted curling as the province's official sport in 2001.

- Participate in a curling game. Curling is harder than it looks. Analyze your play. What did you do well? What would you need to work on to become a top-notch curler?
- Collect information about curling in your community. Where are curling rink(s) located? What curling teams play regularly in each rink? Who are the members of each team? Track the win/loss record of these teams. What teams have won major prizes over the past five years?
- Be a sports reporter. Interview an older student or adult in your community who is an enthusiastic curler. What does this person like about curling? What did she or he do to develop and polish curling skills? What is the name of this person's curling team? What is this person's curling career history? Present this information in the form of a newspaper sports article or a tape-recorded radio sports broadcast.
- Research the history of curling. Where did the game begin? How have facilities and equipment changed over time? Have there been rule changes? What did it take for curling to be recognized as an Olympic sport?
- Choose a curling team that interests you. Some famous teams are the Ernie Richardson Curling Team, the Sandra Schmirler Curling Team, the Evelyn Krahn Curling Team, and the Rick Folk Curling Team, but there are dozens of other teams that have won local, provincial, and national awards. Find out, for the curling team you chose: Who was on the team? What position did each curler have? From what part of Saskatchewan did the team come? What years did they play? What awards did they win? Find pictures of this curling team. Create a poster, bulletin board, or website about the team. *(Grade 4 Social Studies, Identity) (Grades 6 to 12 Physical Education) (Grades 4 to 12 Arts Education) (Grades 4 to 12 English Language Arts) (Grades 4 to 12 Arts Education)*



**2. Saskatchewan Games/ Saskatchewan First Nations Games** – Both these Games are provincial amateur sport competitions. The Saskatchewan Games are held every two years, alternating winter and summer sports. The Saskatchewan First Nations Games are held every year and feature winter and summer sports each year.

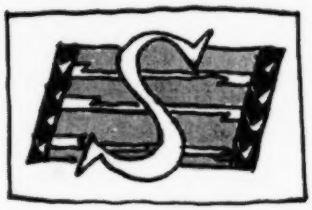
- Find out where the Saskatchewan Games and/or Saskatchewan First Nations Games are being held this year (or next year). What sports will be featured? What facilities are being used for the Games?
- Imagine that the Saskatchewan Games and/or Saskatchewan First Nations Games are being held in your community. What sports would be featured? What community facilities could be used for the Games? What arrangements can you make to feed and house athletes, to ensure security, to provide accommodation for spectators and tourists? How would you publicize the Games if they were held in your community?
- Locate someone in your community who has participated in the Saskatchewan Games or Saskatchewan First Nations Games, and ask them to speak to your class. What would you like to know about their experiences? Prepare a class list of questions to ask the athletes beforehand.
- Consider the importance of these Games. Why are they important to the host communities, to the athletes who compete, to Saskatchewan as a whole? Present your conclusions in a speech (taped or live), a written paragraph, a visual artwork, or a dance piece. *(Grades 6 to 12 Arts Education) (Grades 6 to 12 English Language Arts) (Grades 6 to 12 Physical Education)*

**3. Things to Do in Saskatchewan** – Find out more about things to do in Saskatchewan and in your community.

- Identify some of the interesting things there are to do in your community and in Saskatchewan as a whole. Over the next two weeks, scan local weekly or daily newspapers for articles, announcements, and advertisements about upcoming arts and recreational activities. Look for sports, entertainment, music, theatre, powwow, dance, arts, and crafts events. Prepare a list of *Things to See and Do in Our Community* and another list of *Things to See and Do in Saskatchewan*. Organize the items in each list chronologically or by categories such as sports, music, etc.
- Identify activities or festivals that have their origins in another country or culture (for example, Dragon Boat Festival). Find out about the celebration in the country of origin. Has the celebration changed since it was imported to Saskatchewan? If so, how has it changed and why do you think it has changed?
- Ask people of different ages what they do for recreation, and observe various activities in your community to see who participates. Develop a list (with accompanying pictures if possible) describing recreation activities that are of interest to people of varying ages in your community. For example, your list might start with activities that are of interest to people aged 1 to 5, and end with activities of interest to people aged 80 or older. Be sure to include a section of activities that are of interest to people of all ages.
- Create a collage illustrating all the things there are to do in your community. You may want to create a comprehensive collage or select a theme such as, "winter sports" or "music activities".
- Consider the importance of recreational activities. Why are these activities important to communities? Why are they important to the people who participate? Why are they important to Saskatchewan as a whole? *(Grade 4 Social Studies, Identity) (Wellness 10) (Grades 4 to 12 Arts Education) (Grades 4 to 12 English Language Arts)*

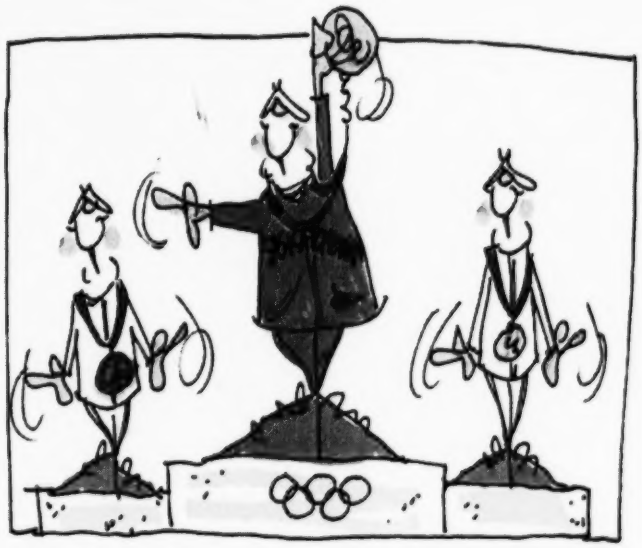
**4. Saskatchewan's Sports Hall of Fame** – Find out more about Saskatchewan athletes.

- Visit Saskatchewan's Sports Hall of Fame in Regina. It features a permanent exhibit of members from 1966 to the present and new exhibits every month. Members of the Saskatchewan Sports Hall of Fame include individual athletes, teams, coaches, and builders.
- Select a Sports Hall of Fame member who interests you. Members back to 1907 are listed on the Hall's website. Find answers to the following questions: In what sport did the person/team participate? When? What were this person's or team's major achievements or awards? Why do you admire or respect this person or team? Find pictures of this individual or team and create a poster or bulletin board.
- Answer this question: What athlete's story has not been told? Identify a Saskatchewan athlete, team, coach, or builder who is not featured in the Sports Hall of Fame. It might be a person or a team that is prominent in your own community or known throughout Saskatchewan or Canada. Use photographs and words to tell this person's or this team's story. *(Grade 4 Social Studies, Identity) (Grades 1 to 12 Physical Education)*



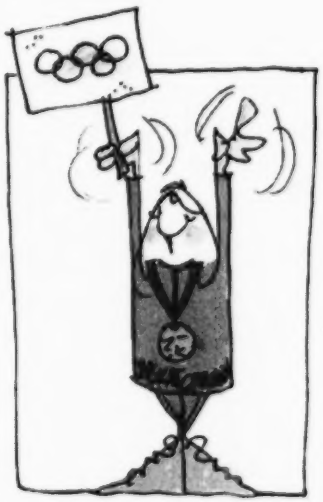
**5. Saskatchewan – Host to the World** – Compile a list of all the interprovincial, national, and international sporting events that Saskatchewan has hosted over the past 20 years (for example, Grey Cup, Jeux Canada Games). For each event, find out:

- What community hosted the event? What teams or individuals won prizes at the event?
- What did the community do to ensure appropriate facilities were available? What did the community do to welcome athletes, coaches, and spectators and make them comfortable?
- What legacy did the event leave in the host community (for example, sports facilities, expanded volunteer base)? *(Grade 4 Social Studies, Identity) (Grades 4 to 12 Physical Education)*



**6. Saskatchewan Olympians** – Identify Saskatchewan people who have represented Canada in the Olympics and the Special Olympics.

- For each Olympian and Special Olympian, find answers to the following questions: What is this person's home town in Saskatchewan? In what sport does this person specialize? In what year did this person participate in the Olympics or Special Olympics? What was this person's standing in each competition? What medals did this person win?
- Locate photos or watch videos of the Saskatchewan Olympians and Special Olympians in action.
- Create a big bulletin board featuring Saskatchewan Olympians and Special Olympians. Display it in the school gym, at a local rink, or recreation centre. *(Grade 4 Social Studies, Identity) (Grades 4 to 12 Physical Education)*

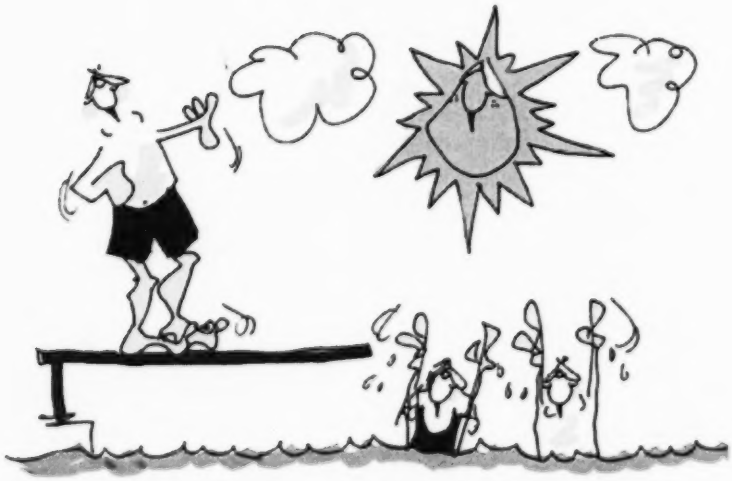


**7. Local Parks** – Learn more about the parks close to you. Identify all the national, provincial, regional, and urban parks that are close to your community. Use a Saskatchewan highway map or look up the information on Tourism Saskatchewan's website.

- Visit one of these local parks and participate in activities offered by the park. Take pictures of some of the park's interesting features. Back in the classroom, write a description or record a narrative that responds to questions such as: What did you see and do in the park? What did you like best about the park? What would you tell other people about the park?
- Find out more about each of the parks near you. How big is it? When was it created? How did it get its name? What is special about this park? How has the park changed over time? Who looks after the park and keeps it nice? What role (if any) does the park play in the local economy? *(Grade 4 Social Studies, Identity)*

**8. Historic Parks** – Saskatchewan's Historic Parks help preserve the history of this province. They contain preserved settlements, historic properties, or archeological finds significant to Saskatchewan's past.

- Identify the Historic Park closest to your community and learn more about it. Why is this park historically significant? How do the buildings, monuments, and other structures at the park relate to the park's historical significance?
- Research the aspect of Saskatchewan history that the Historic Park closest to you represents. Identify some of the significant people associated with this aspect of Saskatchewan history. How did this aspect of Saskatchewan's history shape the province? Present your findings in the form of a report or a scrapbook.
- Visit the Historic Park closest to you and participate in tours and workshops offered by the park. What did you learn from your visit that you did not know before? Use any art form you wish to illustrate what you found out. *(Grades 4 and 5 Social Studies, Heritage) (Grade 6 Social Studies, Interaction) (Grades 4 to 12 Arts Education) (History 30, Canadian Studies)*



**9. Saskatchewan's National Parks –** Focus on the two National Parks in Saskatchewan. Prince Albert National Park preserves the boreal forest in the north. Grasslands National Park preserves the natural prairie and badlands in the south.

- For each park, find answers to questions such as the following: How big is it and what geographic area does it occupy? What is special about the type of terrain this park preserves? What animals and plants live in the park? What types of geological formations are located there? What attractions and activities are provided for guests to the park? What role (if any) does the park play in the local economy?
- Collect photographs of geological features, animals, plants, and other characteristics of each of the national parks, and of the activities people do in the park. Use these illustrations and written descriptions to create bulletin boards about the national parks. *(Grade 4 Social Studies, Identity) (Grades 1 to 12 Arts Education, Visual Art)*

**10. Why Are Parks Important? –** Consider the importance of parks. Saskatchewan has national, provincial, regional, and local parks. They range in size from thousands of hectares to a few city blocks.

- Research and discuss questions such as: What role do parks play in the local and provincial economy, in the quality of life of individuals, families, and communities? Do parks have an educational role? What roles do parks play in preserving Saskatchewan's history and environment?
- Imagine that there were no parks in Saskatchewan. How would your life be different? How would your community be different? How would Saskatchewan's economy, natural environment, and cultural heritage be affected? Explore these ideas through a contextual drama. *(Grade 4 Social Studies, Identity) (Grades 4 to 12 Arts Education)*

# Celebrate Saskatchewan Ecology

Saskatchewan is located in western Canada. It is bordered by Manitoba to the east, Alberta to the west, the Northwest Territories to the north, and the American states of Montana and North Dakota to the south. Saskatchewan covers 651,900 square kilometres. About half the province is covered by forest, one third is farmland, and one eighth is fresh water, mostly in northern Saskatchewan.

Saskatchewan's ecoregions include boreal forest in the north, aspen forest in the central part of the province, and grasslands in the south. The Cypress Hills in the southwest corner of Saskatchewan rise hundreds of metres above the surrounding grasslands and represent a totally distinct ecoregion.

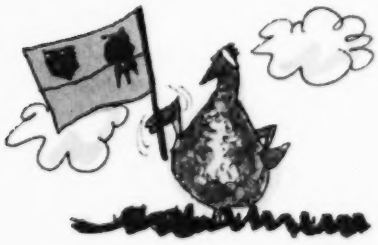
Saskatchewan's varying terrain means that it includes several different ecosystems and is home to many different plants and animals.

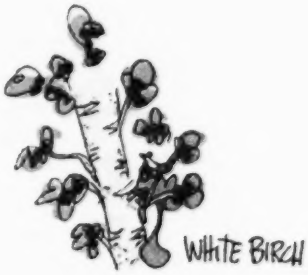
Saskatchewan is Canada's sunniest province, averaging from 2,000 to 2,500 hours of sunshine annually. The city of Estevan in the southeast leads the country with an average 2,540 sunshine-filled hours each year.

**1. Saskatchewan's Emblems of Nature** – Learn more about Saskatchewan's emblems of nature. These emblems are:

| | |
|---|---|
| **Provincial Bird** – Sharp-tailed grouse<br>**Provincial Animal** – White-tailed deer | Where do these animals live? What do they eat? How do they raise their young? What do they do in winter? How long do they live? |
| **Provincial Tree** – White birch<br>**Provincial Flower** – Western red lily<br>**Provincial Grass** – Needle and thread grass | In what part of the province does each of these plants grow? What soil and moisture conditions do they need? What happens to these plants in the winter? Do these plants play any role in Saskatchewan's economy? Do any insects or animals feed on these plants or use them to make nests? |
| **Provincial Mineral** – Potash | What are the uses of potash? How is it mined? Where are the potash mines in Saskatchewan? To what countries does Saskatchewan export potash? What is the value of potash sold by Saskatchewan every year? |

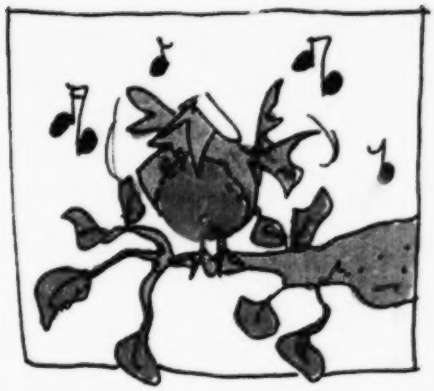
This activity can be done as a class or individual project. If done as a class project, make one bulletin board for each emblem of nature – include lots of photographs as well as written information. If done as an individual project, make a booklet about Saskatchewan's emblems of nature. The booklet can feature photos, drawings, and summaries of your research.





**2. Saskatchewan Birds** – Learn more about the many bird species that live in Saskatchewan.

- Put a bird feeder or a bird bath (or both) where it can be observed from a school window. Keep a list of the different species that visit the bird feeder or bird bath. Find out more about each species. Where does it live in Saskatchewan? What does it eat? What kind of nest does it build?
- List as many birds that live in Saskatchewan as possible and find or take a photo for each one. Categorize the birds in different ways (those that migrate and those that do not, those that eat seeds and those that eat insects, those that nest in trees and those that nest on the ground).
- Listen to the songs of Saskatchewan birds (outdoors or on tape). Learn to identify birds by their songs. List the functions of a bird song. Try to recreate a bird song by whistling or playing a musical instrument. Create a musical composition based on a bird's song.



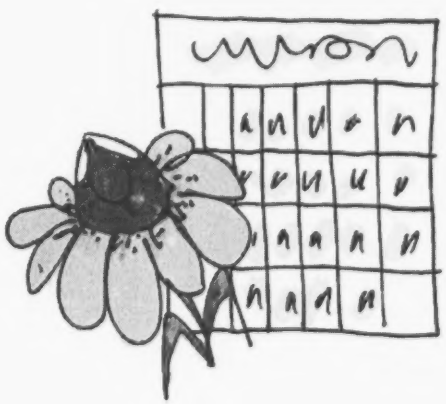
- Investigate interdependence among bird populations and other elements of the environment. Why is diversity of bird species important? What factors influence the size of bird populations in Saskatchewan? How are other elements of the environment affected when bird populations are large, when they are small? *(Grades 1 to 3 Science, Animals) (Grades 7 to 9 Arts Education, Music) (Grade 9 Science, Saskatchewan – The Environment)*

**3. Saskatchewan Plants** – Learn more about the plants that live in Saskatchewan.

- Walk around the school yard and look at the plants growing there. Take a photo of each plant or make a sketch. Back in the classroom, create a display of the photos and sketches. Repeat this activity every month to show seasonal changes in the plants.
- Find out as much as possible about each plant. What kind of ground conditions does it prefer? How does it adapt to different climates or types of land? What do its roots, seeds, and flowers look like at various times of the year? What happens to it in winter? How does it reproduce?
- Find out where else in Saskatchewan this plant grows. Create a map of Saskatchewan showing where this plant can be found.
- List ways the plant is used by people. For example, trees are used for firewood, Christmas trees, lumber, etc. Some plants bring pleasure to people because of their beauty. Other plants could be used for food or for medicine.
- Describe the plant's role in sustaining the environment. For example, some plants keep soil from blowing away, some are eaten by animals. *(Grades 1 to 5 Science, Plants) (Grade 8 Science, Plant Growth) (Grade 9 Science, Saskatchewan – The Environment) (Biology 20, The Diversity of Life)*

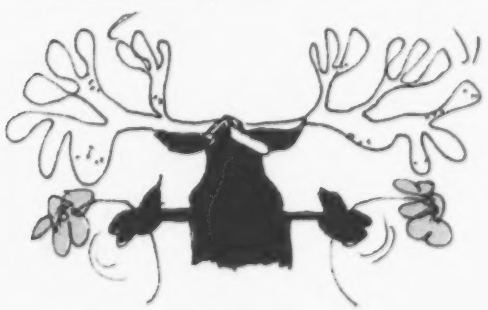
**4. A Natural Schoolyard** – Restore an area in your schoolyard using plants native to your locale, such as the western red lily.

- Find out more about each of the plants you planted in your restored schoolyard. What growing conditions does the plant need to thrive? How does it propagate itself? What animals, birds, or insects (if any) eat it or make nests in it?
- Find out which of the native plants still grow in abundance in your area, and which are close to disappearance. Find out why some plants are less abundant now than in earlier times.
- Monitor plant growth and record when each plant first blooms, is at mid-bloom, and completes blooming. Compare growth rates of historical data for the plants in your area.
- Take photographs of the various plants every two or three weeks during the year. Create a collage showing the appearance of the plant at different times of the year. *(Grades 1 to 5 Science, Plants) (Grade 8 Science, Plant Growth) (Grade 9 Science, Saskatchewan – The Environment)*



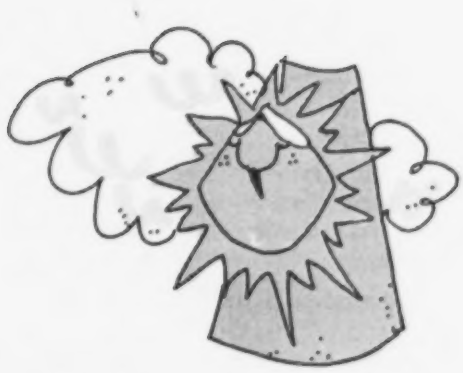
**5. Saskatchewan Animals** – Learn more about the animals that live in Saskatchewan.

- List as many animals that live in Saskatchewan as possible and collect pictures of them. Group the animal pictures in different ways (mammals, birds, fish, and insects) (wild animals, farm animals, zoo animals, and house animals) (big, medium-sized, and small animals).
- Obtain a recording of animal sounds or use your own abilities to create the sounds. Identify the animals that make each sound.
- Demonstrate, outdoors or in the gym, how some of Saskatchewan's animals move – fish swim, deer lope, rabbits hop, etc.
- Walk around the school yard (or in a field or forest nearby) and photograph or sketch all the animals you see. Sketch birds and insects as well as mammals. Back in the classroom, identify each animal. Find out where the animal lives, what it eats, if it is eaten by other animals, what it does in winter, what its young are like.
- List some of the more common wild animals that live in Saskatchewan (for example, white-tailed deer, sharp-tailed grouse, moose, beaver, crows). Pick one animal that interests you and do comprehensive research about it. Find photos of the animal; collect data about where it lives, what it eats, etc; create a map of Saskatchewan showing the animal's range; construct a diorama showing the animal in its natural setting. *(Grades 1 to 3 Science, Animals) (Grades 1 to 9 Arts Education) (Grade 9 Science, Saskatchewan – The Environment)*



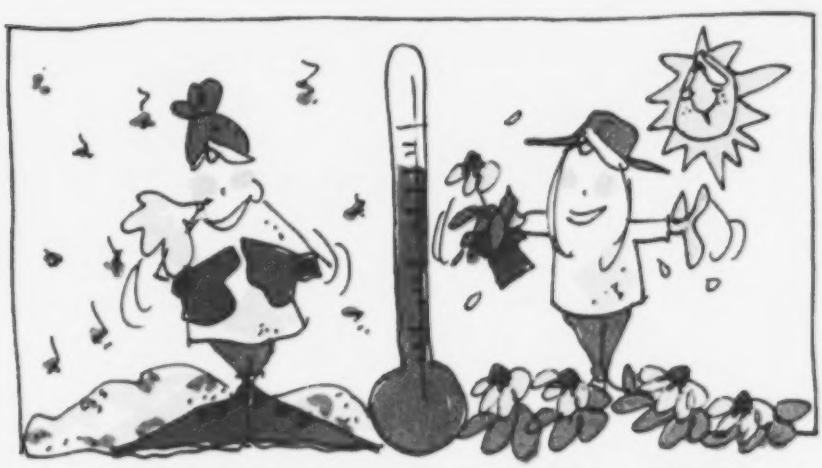
**6. Endangered Species** – Collect information about endangered species (plants, animals, insects, birds, etc.) in Saskatchewan.

- List as many Saskatchewan endangered species as possible.
- Do in-depth research about one of these endangered species. Where is this species located? What conditions does it need to live and reproduce? Why is it endangered? What has been done to preserve this species so far?
- Identify actions that you, as an individual, your class, and/or your school can take to help preserve one or more endangered species. Get class consensus on one of the actions identified and take action to preserve Saskatchewan's endangered species. *(Grade 5 Science, Communities and Ecosystems) (Grade 6 Science, Ecosystems) (Grade 9 Science, Saskatchewan – The Environment)*



**7. Saskatchewan Weather** – Learn more about the weather in Saskatchewan.

- Put a thermometer in your school yard. Record the temperature at the same time every day.
- Calculate the average temperature every week/every month.
- Create bar graphs showing the actual temperature every day for a week/a month.
- Collect pictures showing how weather affects people's lives. Include fun things such as ice fishing, snowmobiling, skating, and skiing, as well as weather disasters.
- Consider how weather affects the economy. For example: How do wet, dry, warm, or cold weather conditions affect the amount of money that farmers earn? What businesses benefit from heavy snow, warm sunny weather, or floods?
- Observe a plant or tree near your school and track the effect of the varying seasons on the plant's growth and appearance.
- Observe the school flag every day and determine the direction the wind is blowing. Create bar graphs showing wind direction for a week/a month. Use a compass to determine wind direction.
- Partner with a school in another part of Saskatchewan that is doing the same activity. Compare average and actual temperatures over the year. Do research to find out why temperatures in your area of Saskatchewan are different from temperatures at your partner school.
- Select four or five communities in different parts of Saskatchewan. Research the temperature in these communities on the same day every week for eight to 10 weeks. Is one community consistently hotter or colder than the other? If so, find out why. *(Grade 2 Science, Weather) (Grade 4 Science, Predicting Weather) (Grade 6 Science, Earth's Climate) (Grades 6 to 9 Mathematics, Data Management)*



**8. Local Habitat** – Describe the habitat near your school. What kind of plants and animals live there? What is the average precipitation and temperature in winter and summer? Are there extremes of hot or cold? How long is the growing season?

- Design an imaginary animal that is well-suited to the habitat of your area. What does it look like? Where and how does it live? What does it eat? Explain why the animal would be suited to the habitat near your school.
- Design an imaginary plant that could live successfully near your school. What does it look like? How does it reproduce? What kind of growing conditions does it need?
- On a large sheet of paper, folded into four squares, sketch your imaginary plant or animal in one square, make a magazine collage of your imaginary plant or animal in the second square, make a painting of your imaginary plant or animal in the third square, and use pastels to draw your imaginary plant or animal in the fourth square. *(Grade 9 Science, Saskatchewan – The Environment) (Grades 4 to 12 Arts Education)*

**9. Saskatchewan's Diversity** – Learn more about Saskatchewan's diverse ecology.

- Contact a school in another part of Saskatchewan. Share photos, sketches, and descriptions of the plants, animals, geographic features, climate, and natural resources in your area.
- Create a large wall map of Saskatchewan. Attach small sketches or photos of the plants, animals, and geographic features typical of each area of the province.
- Find out: Why does Saskatchewan's ecology differ so much from one area of the province to another? What climate and geological factors influence the types of plants and animals that live in an area? *(Grade 7 Science, Saskatchewan – The Land) (Grade 7 Social Studies, Location and Resources) (Grade 9 Science, Saskatchewan – The Environment)*

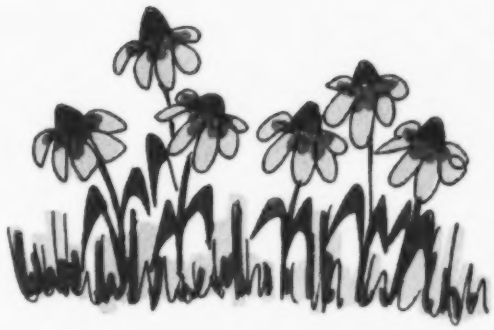
**10. Saskatchewan's Land and Water** – Learn more about land and water in Saskatchewan.

- Calculate the percentage of Saskatchewan's area that is land and the percentage that is water. Create a circle chart to display this information. The *Saskatchewan Fact Sheet* from the Saskatchewan Bureau of Statistics provides the numbers needed for this calculation.
- Collect information about bodies of salt water in Saskatchewan. Mark the location of these bodies of salt water on a map. For each body of water identified, find out: Why is it salty? What effect does the salty water have on nearby plants and animals? Do people use the salty water for any purpose?
- Find out what a watershed is and identify the one in which you live. Create a map of your watershed, its tributaries, headwaters, mouth, and drainage divide. Mark the communities in your watershed. How many different ways do people use water in your watershed? Consider use by agriculture, industry, and homes.
- Create a diagram to illustrate the water cycle. How does water move through clouds, plants, animals, rivers, oceans, lakes, groundwater, soil, and glaciers?
- Investigate the water quality of a river in your watershed. Identify the contaminants in this river. Determine the best management practices to improve the quality of water in the river. *(Grades 6 to 9 Mathematics, Data Management) (Grade 7 Science, Saskatchewan – The Land) (Grade 10 Science)*

**11. Glaciers in Saskatchewan** – Find out more about how the last ice age affected the land. The last ice sheet (the Wisconsin) covered Saskatchewan and began to retreat about 15,000 years ago.

- Learn more about glacial features such as moraines, eskers, outwash plains, drainage channels, lacustrine plains, and large erratics. What is each of these glacial features? How did glaciers create each of these features? Draw sketches of each of these features.
- Explore the area around your school, and identify the glacial features in your area. Take photographs of these features. For each glacial feature you found, write a description of the glacial processes that probably shaped it.
- Describe the plant and animal life you observe at each glacial feature. Why do different plants and animals live/grow at different glacial features?
- Research the glacial characteristics of various areas of Saskatchewan. Look at maps and consult reference books. Exchange videos, photos, and descriptions with students in other parts of Saskatchewan. Then create a large wall map of Saskatchewan illustrating the glacial features of this province. *(Grade 7 Science, Saskatchewan – The Land)*

**12. Saskatchewan's Geological Features** – Construct a map showing the location of some of Saskatchewan's key geological features: the Rock-Knob Complex, Athabasca Plain, Manitoba Lowland, Saskatchewan Plain, Alberta Plateau, Great Sand Hills, Athabasca Sand Dunes, and Cypress Hills. Describe the geological forces that created each of these features. *(Grade 7 Science, Saskatchewan – The Land)*

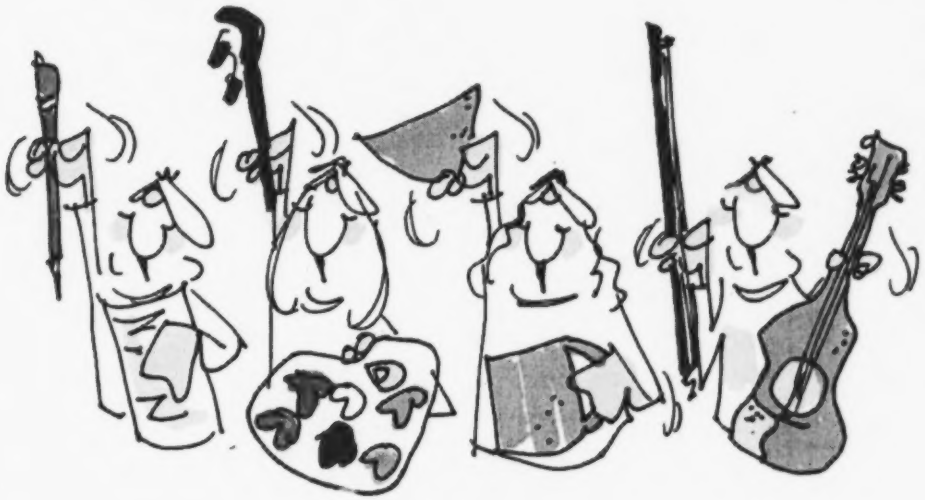


**13. People Change the Land** – Identify the effects that people have had on Saskatchewan's natural environment through the ages. Draw a picture, write a description, create a three-dimensional model, or record a narrative illustrating Saskatchewan's environment as it was about 11,000 years ago after the retreat of the last glacier. Then create a series of drawings, dioramas, descriptions, or narratives to illustrate the impact of each of the following on Saskatchewan's environment:

- First Nations peoples in Saskatchewan before the arrival of Europeans.
- The fur trade of about 1720 – 1870.
- The agricultural settlers of about 1896 – 1915.
- Today's intensive agriculture and Saskatchewan's many towns and cities.

*(Grade 7 Science, Saskatchewan – The Land)*
*(Grades 4 to 12 Arts Education)*

# Celebrate Saskatchewan Arts



Saskatchewan's arts heritage is rich and diverse. Its roots lie in First Nations traditions and in the traditions of the many different cultural groups that comprise the population. Contemporary art forms add complexity and depth to the arts in Saskatchewan today.

Saskatchewan artists deal with personal, cultural, regional, and global topics. When students study Saskatchewan arts, they will recognize themselves, their environment, their concerns, and their feelings expressed in a diverse range of materials, styles, and art forms.

The accomplishments of Saskatchewan artists are cause for celebration.

**1. Local Artists** – Compile an inventory of people who are creating art in your local community. They might be writers, visual artists, dancers, composers, musicians, or dramatic artists. They might be working with traditional art forms such as beadwork and carving. They might be painting, creating stained glass, or fabric art. Some may be creating art expressions for their own pleasure or to share with their community. Others may be publishing their writing or selling their artwork to make money.

- Identify each artist in your community. Describe with words the work this artist creates. Respond to the artwork by creating your own artwork in a similar style.
- Invite a local writer to visit your class and read aloud from his or her work to students. Some writers will also facilitate writing workshops for students.
- Interview a local visual artist, composer, or writer. Ask about the creative process. What ideas and feelings does the artist or writer experience when creating art or literature? Ask about the person's formal training and experience. Ask how the artist shares her or his work with others. Does this artist sell or display his or her work for example?
- Organize a display of work by local visual artists. Use a locked display case at the school that is large enough to hold paintings, beadwork, carvings, and other art forms that are being created by people in your community. Put a picture and a short biography of the artist beside each piece of art.
- Organize a "meet the artist" function. Invite local musicians or dancers who have performed at the school, local writers who have read from their work, and local visual artists whose work is displayed at the school. The meet the artist function could be held in conjunction with a meeting of your local board of trustees or local school advisory committee, and the mayor or chief, Elders, and other local dignitaries could be invited to attend. It could be held in the school gym, so classes can come one at a time to meet and chat with the artists.

**2. Art in Public Places** – Learn more about the art located in public places in your community.

- Go for a walk around town. Look for examples of original artworks such as outdoor sculptures; murals on the external walls of buildings; art in public buildings, community halls, friendship centres, churches, libraries, parks, and so on. Photograph each artwork and research its story. Who created it? Why? What does the art represent? Why is it located in a public place? Do any of the artworks commemorate special historical events?
- Visit a church with stained glass windows. Who made the windows? Do any of the windows tell a story?
- Construct an artwork for your school or community to commemorate the 2005 Centennial. It might be a papier mâché creation, a mural, or a collage. Display it proudly in the school or in a bank, community centre, or government building. *(Grade 3 Arts Education, Visual Art)*

**3. Saskatchewan Musicians and Composers** – Prepare a list of contemporary composers and performers who are currently working in Saskatchewan or come from Saskatchewan. The people identified can be nationally known or they can be people who compose and/or perform in the local community. They can be composing and/or performing classical music, contemporary music such as rock or hip-hop, or traditional First Nations and Métis music.

- Obtain sound recordings or videos of as many Saskatchewan musicians as possible or ask a local musician to perform live for the school. Discuss the works of these Saskatchewan musicians. Are there similarities among the works in musical style and emotions/ideas expressed? Are there differences? Discuss and analyze how the elements of music are used in each work. *(Grades 1 to 5 Arts Education, Music, Life's Music) (Grades 6 to 8 Music, Traditions and Innovations) (Grade 9 Arts Education, Music, Music and Musicians)*

**4. Music and Culture** – Learn more about the music of the many cultural groups represented in Saskatchewan.

- Obtain recordings or videos of the music of various cultural groups that live in Saskatchewan (for example, First Nations, Métis, French, Ukrainian). What elements are emphasized in each example? What elements are de-emphasized? What roles do instruments and voice play in the music? What is the purpose of the music – as entertainment, to accompany dance, as part of a religious ceremony?
- Practise singing several songs that originated with one or more of Saskatchewan's cultural groups. The most appropriate songs are those that can be sung by the whole class together, so everyone is contributing to the performance. Practise until you know the songs and then perform at a seniors' centre or nursing home. Appoint one student to explain the origins of each song and what it is about before singing. *(Grade 6 Arts Education, Music, Traditions and Innovation)*

**5. A Saskatchewan Song** – Create and perform a song that describes all the reasons why Saskatchewan is a great place to live. When planning the song consider:

- The ideas – What ideas do you want to express in the song?
- The musical genre – A traditional ballad or a rap song are just two of the possibilities.
- The music – Will a student or teacher compose the music or will you use recorded music?
- The movements – Will there be movements or dancing during the performance?
- The performers – Will the song be performed by the whole class together or will there be featured singers in a multigrade choir? *(Grades 10 to 12 Arts Education, Tell It Like It Is)*

**6. Saskatchewan Dances** – Investigate the types of dance events taking place in your community. Local dance events might include jigging, ballet, ballroom, square dancing, line dancing, hip hop, powwow dancing, Ukrainian dancing, etc.

- List all of the dance events in your community. There are probably more than you think.
- Interview parents, other family members, and older siblings about the dance events they attend. What is the purpose of each dance event (personal or cultural expression, social, celebration)? Do people wear special clothes for this dance activity? If so, why?
- Watch some dance performances, either live or on video. After each performance, discuss the purpose of the dance. Contrast and compare different dance movements and rhythms. What is emphasized in each dance; what is de-emphasized? In which dances do dancers dance alone? In which do they dance with a partner or a group?
- Create a dance composition that captures the "sense of place" associated with Saskatchewan. Possible themes include: seasons, landscape, heritage, and local topics and points of interest.
- Learn one of the dance forms common in your community and perform it for other students or community members.

**Heritage Dances** – Focus on dances that have their origins with a particular cultural group. Watch videos or live performances of the dances. Ask a guest who is knowledgeable about one dance and the culture in which it has its origins to speak to the class. The guest can talk about how the dance originated, the meaning or purpose of specific dance steps or movements, the meaning of the clothing worn, and what the dance means today.

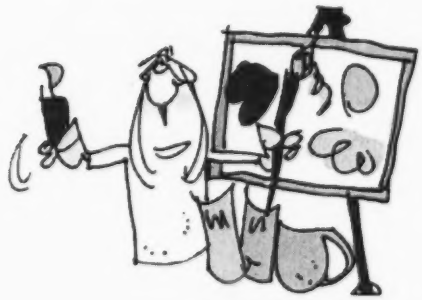
**Contemporary Dances** – Research dance styles, dancers, choreographers, and dance companies associated with Saskatchewan. Include both traditional styles such as ballet and contemporary styles such as modern dance. Learn about past and current dance companies and their work. What dance styles are found and taught in Saskatchewan? Who are some Saskatchewan dancers who have made a career in dance? *(Grades 1 to 5 Arts Education, Dance, Life's Dance)*

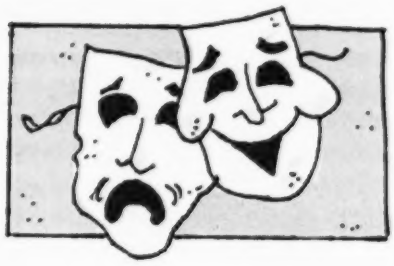
**7. First Nations Music and Dance** – Learn more about traditional First Nations music and dance.

- Listen to performances by traditional drum groups (live or on tape).
- Invite a traditional First Nation musician into the classroom to explain the principles of composition and elements of music in First Nations music.
- Learn more about the powwow. What is a powwow? What dances are performed by men, by women, by both genders? What clothing styles are appropriate for each dance? What is appropriate etiquette for the powwow? *(Grade 6 Arts Education, Music, Tradition and Innovations)*

**8. Saskatchewan Visual Artists** – Learn more about Saskatchewan visual artists. Visit the websites of art galleries or organizations such as the Saskatchewan Arts Board, invite a travelling art exhibit to your school, or invite an art gallery curator or educator to speak to your class.

- Find photographs or reproductions of the work of Saskatchewan artists.
- Collect information about each artist's life and career. What is the artist's life story? What role does art play in this person's life?
- Prepare a scrapbook or display about each artist.
- Research the work of a Saskatchewan visual artist whose work reflects a "sense of place". *(Grades 4 to 12 Arts Education)*





**9. Saskatchewan Drama** – Focus on drama with Saskatchewan themes.

- Create a contextual drama or collective creation on a Saskatchewan topic. Draw topics from Saskatchewan history, for example, the Medicare debates of the early 1960s, the Depression of the 1930s, an event from the history of the North-West Mounted Police or RCMP, or daily life in a one-room school or a sod house. Research the topic, so you know the reason why this event occurred and its effect on various individuals and groups. Work in small groups. Assume roles and explore these roles through various improvised episodes, responding to each other's ideas, rather than to a prepared script.
- Investigate live theatre groups in Saskatchewan. Saskatchewan has a few professional and many amateur live theatre groups. Identify all the theatre groups in the region where you live and select one that interests you. Find answers to questions such as: How did this group get started? What role does the group play in the community? What productions has the group staged recently? How does the group select the productions to be staged? How is the group funded? What successes and challenges has the group experienced? *(Grades 9 to12 Arts Education, Drama, Teaching Drama in Context)*

**10. Saskatchewan Writing** – Explore writing by Saskatchewan authors and writing about Saskatchewan. Select picture books, chapter books, short stories, poems, and/or novels, as appropriate. (Appropriate writings are listed on the Evergreen Curriculum section of Saskatchewan Learning's website and indicated with the designation "SK".) Be sure that both historical and contemporary writing and writing from a variety of cultural perspectives is represented. Read aloud or silently, as appropriate.

- Retell key events or main ideas in your own words. Speak into a tape recorder or work in pairs.
- Identify landscapes or communities that feel familiar to you in the writing. Find out more about the landscape or community. Where does this type of landscape occur? Collect photos, write descriptions, or make a collage or three-dimensional representation of a particular landscape or community.
- Have you had experiences such as the one in the writing? If so, describe your experience using writing, painting, or contextual drama.
- Portray a key event from the writing. Use puppets, role play, formal or contextual drama, sounds or music, movements, or dance.
- Find out more about the people, events, and communities in the writing. Use the school resource centre, online resources, and interviews with local people to collect information.
- Find out more about the writer and/or illustrator of the writing. Where does this person live? What else has the person written? How are this person's personal experiences reflected in the writing?

*(Grades 1 to 12 English Language Arts)*

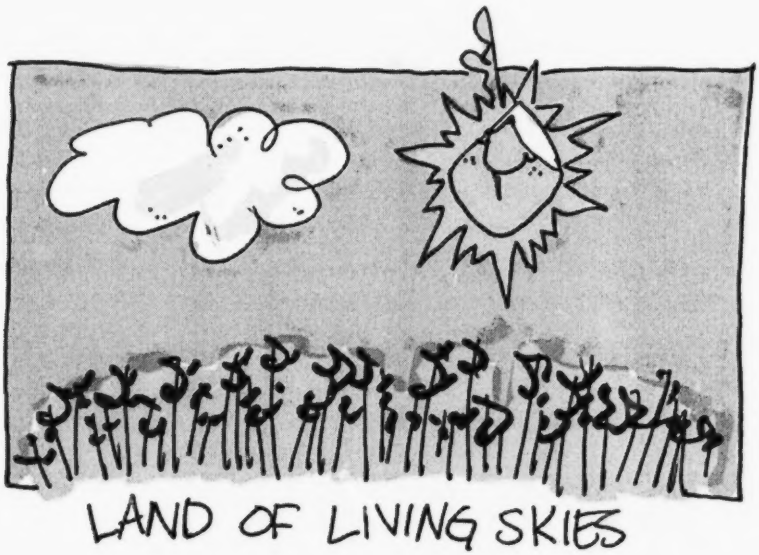
**11. Through Another's Eyes** – Practise writing from different perspectives. Every work of art is completed from a certain perspective and each writer's background, beliefs, and experiences contribute to his or her perspective. Research a Saskatchewan event and write about it from two different perspectives. Here are a few ideas:

| Event/Situation | Perspectives |
|---|---|
| In the late 1800s and early 1900s, treaties were signed between First Nations and the Government of Canada on behalf of the British Crown. Many European settlers came to Saskatchewan between about 1890 and 1915. | • A First Nation youth whose family has moved from their traditional lands to a reserve where nothing is familiar.<br>• A European youth who has made a long boat trip across the ocean, a long train trip across Canada, and now is in a totally unfamiliar land. |
| The Estevan Miners Strike of 1931 and the Estevan Riot of September 29, 1931 | • A striking miner.<br>• A member of Estevan City Council (Estevan City Council passed a bylaw on the morning of September 29 to prevent both striking miners and mine operators from protesting but the Riot occurred anyway). |
| The Regina Tornado of June 30, 1912 | • A youth whose home was destroyed by the tornado.<br>• A youth whose home was untouched by the tornado. |
| Women achieved the right to vote in Saskatchewan and to stand for election to the provincial legislature on March 14, 1916. This right was granted after a long struggle, with many women's groups advocating for the vote and many male members of the provincial legislature opposed. | • A woman who is campaigning for voting rights for women.<br>• A male member of the provincial legislature who is totally opposed to votes for women. |

*(Creative Writing 20, Module 5 – Differing Perspectives)*
*(Social Studies 30, Canadian Studies) (History 30, Canadian Studies)*

**12. Land of Living Skies** – Create an arts expression to illustrate what the phrase "Land of Living Skies" means to you. This slogan is often used to describe Saskatchewan. It appears on Saskatchewan's tourist information and on other material used to promote and describe Saskatchewan. What ideas and emotions do you experience when you hear the phrase? What images do you think of when you hear the phrase?

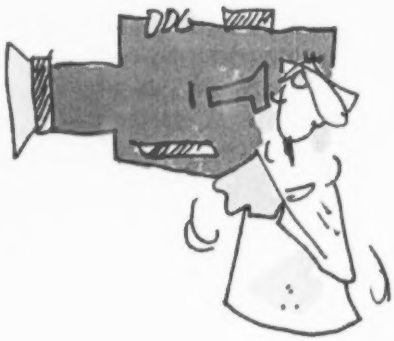
- Use any art form you wish to express the idea, "Land of Living Skies". For example, create a dance or music composition, a contextual drama, a video, a visual artwork, or a piece of expressive writing to interpret or convey the phrase "Land of Living Skies".
- Make connections between written text (created by Saskatchewan students or Saskatchewan writers) and the visual image, music, or performance that you created.
- Think about how you have been shaped by growing up in the "Land of Living Skies". Consider how your perceptions of the world might be different if you grew up in an area where it is cloudy and overcast most of the time or in a huge city, where you cannot see the sky because of all the tall buildings. Use an art form of your choice (dance, drama, music, visual art, literary arts) or a combination of art forms to express your ideas.
- Research photographers and visual artists who have captured the phrase "Land of Living Skies" in their images.
- Create a display of photographs in your school on the theme of "Land of Living Skies". Show Saskatchewan skies at different times of day and different times of the year. Show skies from all regions of Saskatchewan. *(Grades 3 to 5 Arts Education, Ideas and Inspirations) (Grades 6 to 8 Arts Education, Visual Art, What It's All About)*



**13. Saskatchewan Orators** – Watch a video program of a Saskatchewan person who is a fine orator. It might be a historical figure, a contemporary political figure, an Elder, or a community spokesperson. Identify elements that make this oratory powerful. Consider:

- Topic – Why is the topic relevant to Saskatchewan people?
- Organization of ideas – Are similar ideas repeated throughout the speech or does the speaker move from one idea to another in a linear manner?
- Word choice – Does the speaker:
  - Paint pictures with words?
  - Use words that appeal to the emotions?
  - Combine words in patterns that are rhythmic?
- Voice control – How does the speaker use pitch and inflection for maximum effectiveness?
- Gestures and body language – How does the speaker's body language contribute to overall effectiveness of the presentation?
- Develop a short speech on a Saskatchewan topic. It might be a historical topic, a topic important to your community, or an issue that is currently being debated in the Legislature. Use what you have learned by watching other Saskatchewan orators. Deliver your speech to a small group of students. Prepare a video recording of each other's presentation so you see yourselves as others do. Analyze your own presentation. What would you repeat next time? What would you change?

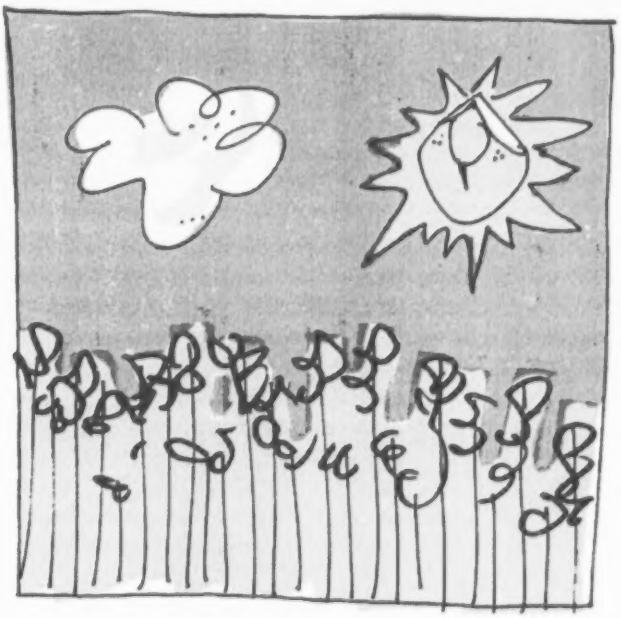
*(Grades 6 to 9 English Language Arts, Speaking)*



**14. Saskatchewan Media Production** – Complete a list of TV shows, feature films, short films, animated productions, and new media productions (digital productions that are interactive and digitally distributed) produced in Saskatchewan.

- Identify the production company that created each production.
- What percentage of the Saskatchewan productions are news broadcasts? What percentage are documentaries, dramas, comedies, educational programs, reality shows? If one or two types of productions predominate, speculate on the reasons for this. Are there artistic differences between programs produced in Saskatchewan and those produced elsewhere? If so, why?
- Research a Saskatchewan media production company. You can find information on the Internet, write to the company directly, or invite a representative to speak to the class. For what productions is this company responsible? Does this company specialize in a particular type of production (drama, documentary, etc.)? If so, why? What challenges and successes has the company experienced?
- Analyze the programs shown on television. What percentage is produced in Saskatchewan? Does one channel air more Saskatchewan productions than another? If so, why? *(Grade 4 Social Studies, Identity) (Grades 10 to 12 Arts Education, The Arts and Popular Culture) (Media Studies 20)*

# Celebrate Saskatchewan Prosperity



Historically, agriculture has been the foundation of Saskatchewan's economy, and it continues to be important today. Agriculture generates almost two billion dollars annually. Saskatchewan produces more than 50 percent of the wheat grown in Canada. Other agricultural products such as barley, oats, oilseeds, pulse crops, and livestock are also important.

Forestry, oil and gas, and mining are also important components of Saskatchewan's economy.

Most recently, service-based sectors like finance, insurance, and real estate are making a significant impact on the economy and providing jobs for many Saskatchewan people.

**1. Celebrate with a Festive Meal** – Plan a festive meal using only food products grown in Saskatchewan. What meat, vegetables, and fruits are grown in this province? What about the ingredients for bread or pasta (wheat flour, eggs, oil, salt)? What about dessert? Plan a dessert that uses only Saskatchewan food products. What will guests at the festive meal drink? What beverages are produced in Saskatchewan? Locate information about food products grown in Saskatchewan by reading package labels, asking the grocer, and checking on the website of Saskatchewan Agriculture, Food and Rural Revitalization.

**2. Grown in Saskatchewan** – Some plants and animals that grow naturally in Saskatchewan are a food source for people in both historical and contemporary times. A few examples are large game (including buffalo), small game (such as rabbits), fish, wild berries, and wild rice.

- Pick one food source native to Saskatchewan. Find out how First Nations peoples and/or immigrants hunted or harvested this food source in early days, how they prepared it for eating or stored it for future use.
- Find out the status of this food item today. Does it grow wild or has it been domesticated? In what part of Saskatchewan is it found today? How is it grown, harvested, and marketed?
- Prepare a snack or meal featuring foods made from products native to Saskatchewan. *(Grades 4 to 6 Social Studies, Interdependence)*

**3. Promoting Saskatchewan Products** – Plan an advertising campaign for a product grown or produced in Saskatchewan. You could promote a food product, a piece of farm equipment, or a natural resource. You could promote a cultural product like a book or play by a Saskatchewan writer, or a CD-ROM produced in Saskatchewan. You could promote a craft item like pottery created in Saskatchewan or clothing manufactured in this province. Why should people buy this product? What is good about it? Your advertising campaign can feature print ads, radio jingles, and/or a video presentation. *(Grades 4 to 6 Social Studies, Interdependence) (Media Studies 20)*

**4. Shopping for Saskatchewan Products** – Pretend you have $100 to buy products grown or made in Saskatchewan. What will you buy? Will you buy food products grown in this province? What about arts and crafts created by local artists? Can you locate clothing or sports equipment produced in Saskatchewan? Will you buy lots of small items with your $100 or one big item? On your shopping list, indicate where each product is produced, who the manufacturer/producer/artist is, and how the product contributes to Saskatchewan's economy. *(Grades 4 to 6 Social Studies, Interdependence) (Grade 10 Mathematics, Consumer Mathematics)*

**5. Saskatchewan Specialty Crops** – Find out more about some of the specialty crops grown in Saskatchewan. In addition to grains and oilseeds, some Saskatchewan farmers grow herbs (mint, echinacea, borage, milk thistle, dill, and basil) and spices (coriander, caraway, fenugreek). Some farmers grow vegetables in market gardens, and berries are grown on some farms. In addition, wild rice is harvested in Northern Saskatchewan.

- Invite a local farmer who grows one or more of these specialty crops to speak to the class. Ask questions such as the following: For what is this crop used? Why did the farmer decide to grow this crop? Is the crop exported outside of Canada? What soil, water, and weather conditions does the crop need? How is it planted and harvested?
- Make lists of the food and health products in which these specialty crops are used. For example, dill is used in many types of food products including dill pickles. Saskatoon berries are used to make a whole range of desserts, jams, and jellies. Some herbs are used for alternative medicine. Look at product labels in grocery and health food stores to add to your list of uses for Saskatchewan specialty crops. *(Grades 4 to 6 Social Studies, Interdependence)*

**6. Saskatchewan Feeds the World** – Find out where Saskatchewan's grain is exported. Saskatchewan grows a lot of wheat and smaller amounts of barley, oats, canola, rye, and flax. Most of these products are exported to other countries.

- Find out for each type of grain grown in Saskatchewan:
  - To what countries is it exported?
  - How much of the grain does each country purchase (in dollar value and/or quantity)?
  - What is the grain used for in each country? For example, hard wheat is used for bread in some countries and durum wheat for pasta or noodles in others.
- Show on a world map, the countries to which each type of grain is exported. Use a different symbol for each type of grain. *(Grades 4 to 6 Social Studies, Interdependence)*

**7. Where are Saskatchewan's Industries Located?** – Mark, on a map of Saskatchewan, the communities or areas of the province where significant industries are common, for example, logging; commercial fishing; commercial trapping; tourism; oil and gas; grain and mixed farming; mining for potash, gold, diamonds, uranium, and coal. Now gather information about the climate, soil conditions, available water, and geological formations in the areas where a particular industry is common. What conclusions can you draw about the environment and location of industries? *(Grades 4 to 6 Social Studies, Interdependence)* *(Grade 7 Science, Saskatchewan – The Land)*

**8. Oil and Gas in Saskatchewan** – Find out more about oil and gas in Saskatchewan.

- Identify the areas of Saskatchewan where oil and gas deposits are found. Mark the location of these deposits on a Saskatchewan map.
- Research the formation of these oil and gas deposits. Create a timeline showing all of the geological events that contributed to their formation.
- Find out about all of the jobs associated with the oil and gas industry in Saskatchewan. Many people work in a variety of jobs in the oil fields, but the industry also employs administrators, salespeople, drivers, computer technicians, and scientists of various types. Find out what qualifications and experience are needed for each job. Write a job description for one of these jobs associated with the oil and gas industry.
- Find out more about Saskatchewan's exports of oil and gas. To what other provinces and countries do these exports go? Mark this information on a map, along with the dollar value of exports to each location.
- Create a bar graph comparing the dollar value of Saskatchewan's oil and gas exports to those of four or five of Saskatchewan's significant trading partners. *(Grades 4 to 6 Social Studies, Interdependence) (Grade 5 Science, Resources) (Grades 6 to 9 Mathematics, Data Management) (Grade 7 Science, Saskatchewan – The Land)*

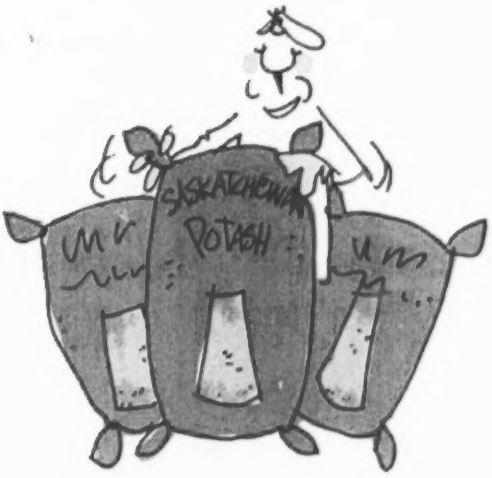
**9. Mining in Saskatchewan** – Find out more about mining in Saskatchewan. Mining is an important component of Saskatchewan's economy. Potash, gold, uranium, and diamonds are just a few of the minerals mined.

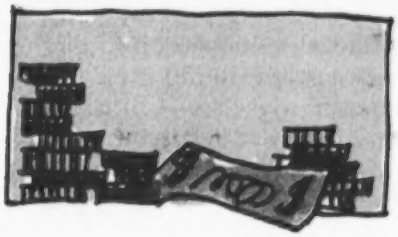
- Develop a list of all the minerals mined in Saskatchewan.
- Find out, for each mineral: For what is the mineral used? Be sure to include all uses. (For example, diamonds are used for jewellery but also have many industrial uses.) How much of the mineral is used in Canada, how much is exported, and to what countries? Where are mines located? What technological processes are used to mine the mineral? What training and skills does a person need to work at a mine for this mineral? How much does the mineral contribute to Saskatchewan's economy every year? Summarize your findings in a report.
- Collect pictures showing the many uses of each of the minerals mined in Saskatchewan. For example, gold is used in jewellery, but it is also used in dentistry and medicine. Most potash is used in fertilizer, but it is also used in commercial and industrial products.
- Collect samples of the mineral in its raw and refined forms, for example, a chunk of raw potash and a sample of fertilizer. For precious minerals like diamonds and gold, collect pictures of the raw and refined forms. Why do the raw and refined forms of the mineral look different? What processes are used to refine each mineral?
- Visit a mine in your area. Take photographs and make sketches of your experience. Back in the classroom, write or record a description of the visit to the mine. Create a booklet or a bulletin board to display the photos and sketches taken at the mine. *(Grades 4 to 6 Social Studies, Interdependence) (Grade 5 Science, Resources) (Grade 7 Science, Saskatchewan – The Land)*

**10. Economic Spin-offs** – Collect information about all the other businesses that benefit from Saskatchewan's key industries. Analyze your community and list the businesses that benefit from:

- Agriculture – for example, fertilizer companies, veterinarians, farm equipment dealers.
- Oil and gas – for example, motels where oil workers stay, companies that sell oil field equipment.
- Mining – for example, companies that sell chemicals and equipment used in mining, trucking companies.
- Forestry – for example, businesses that sell chemicals used to make pulp and paper, trucking companies.
- Cultural industries – for example, businesses that print books, companies that rent lights, trailers, and electronic equipment for video and film production.
- Tourism – for example, hotels, restaurants, service stations, retail stores, the performing arts.

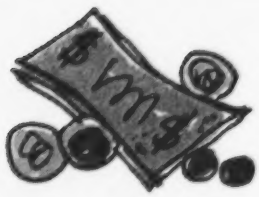
Would you say your community is more dependent on one key industry than another? Why? *(Grades 4 to 6 Social Studies, Interdependence)*



**11. Who Works Where?** – Find out how many people work in various sectors of Saskatchewan's economy. The *Saskatchewan Fact Sheet* available from the Saskatchewan Bureau of Statistics includes the number of people employed in various industries this year and last year.

- Create a bar graph showing the **number** of people employed in each industry this year and last year.
- Calculate the **percentage** of Saskatchewan people employed in each industry this year and last year, and display this information in a bar graph. If employment in some industries has declined, you will need to create a bar graph with bars both above and below the central horizontal line.
- List Saskatchewan's industries according to the **number** of people they employ, starting with those that employ the most people and ending with those that employ the fewest people. *(Grades 6 to 9 Mathematics, Data Management)*



**12. Entrepreneurs in Your Community** – Learn more about people who are in business for themselves in your community. Entrepreneurs include people with retail businesses, those who provide services such as accountants, veterinarians, and hairstylists, and those who manufacture products. Products manufactured in Saskatchewan range from food products, to farm equipment, to pottery and other craft items.

- Make a list of all the entrepreneurs in your community. Identify the service or product provided by each one.
- Keep a diary for a week. Make a note each time you use a service or purchase a product provided by a local entrepreneur. At the end of the week, compile a class list that shows the importance of local entrepreneurs in meeting people's needs and wants.
- Interview a local entrepreneur (or ask one to speak to your class). Ask questions such as: Why did this person decide to become an entrepreneur? What are the rewards and challenges of entrepreneurship? What money, facilities, equipment, and skills do you need for this particular type of entrepreneurship? *(Grades 4 to 12 English Language Arts) (Entrepreneurship 30)*

**13. Trading Partners** – Saskatchewan people have been importing and exporting goods for thousands of years.

- Find out about trade patterns among First Nations in Saskatchewan and other regions before the arrival of Europeans. What goods did Saskatchewan First Nations trade among themselves? What goods did they import from and export to other parts of North America? Trace the path of one trade good from its point of origin to its various destinations. How was this particular trade good transported? What individuals, groups, or First Nations participated in the trading chain?
- Investigate Saskatchewan's trading partners during the 19th and early 20th century. From what other parts of Canada and the world did the area that is today Saskatchewan import goods? To what parts of Canada and the world were Saskatchewan goods exported? List the goods that Saskatchewan imported and exported during this period.
- Investigate Saskatchewan's present-day trading partners. With what other parts of Canada and the world does Saskatchewan trade? Compile a list of present-day Saskatchewan imports and exports.
- Speculate about Saskatchewan's trading partners in the future. With which parts of Canada and the world will Saskatchewan be trading in the future? Why do you think these provinces/countries will be our trading partners in the future? Speculate about the goods that Saskatchewan will import and export in the future.
- Develop a trading timeline that goes from 1700 to 2025. Identify, at 25-year intervals, Saskatchewan's trading partners and the goods imported and exported. *(Grade 4 Social Studies, Heritage) (Grade 9 Social Studies, Our First Nations Roots) (Grade 10 Social Studies, Economic Decision Making and International Political Organizations) (Native Studies 10 and 30) (Social Studies 30, Economic Development)*

# For More Information

All the websites listed below are suitable for teacher reference. Some may also be suitable for student use. Teachers are advised to review each website carefully before recommending it to students. The complexity, subject matter and reading level of each website will determine whether it is appropriate for student use.

***Canadian Light Source Inc.*** www.lightsource.ca – Features information about the synchrotron at the University of Saskatchewan, how the synchrotron works, and its uses. Includes links to related educational websites.

***Canoe Saskatchewan*** www.lights.com/waterways/index.html – Provides a great deal of information about Saskatchewan's geology, archeology, waterways and general history, in addition to information about canoeing.

***Conseil culturel fransaskois*** www.culturel.sk.ca – Lists upcoming events and describes the CCF's school program. The CCF develops programming, policies, and activities that will allow the Fransaskois community to achieve its cultural potential.

***Dance Saskatchewan*** www.dancesask.com/ – Lists many Saskatchewan dancers, choreographers, and dance teachers. Provides information about upcoming Saskatchewan dance events and dance education programs.

***Elections Saskatchewan*** www.elections.sk.ca – Provides provincial constituency maps and information about the electoral process in Saskatchewan.

***Environment Canada, Weather Office*** www.weatheroffice.ec.gc.ca – Provides current weather information, forecasts for many Canadian communities, and lots of other weather-related information.

***Federation of Saskatchewan Indian Nations*** www.fsin.com – Includes maps showing the areas covered by the treaties that affect Saskatchewan, as well as information about the location of First Nations and Tribal Councils in Saskatchewan. Also includes mailing addresses and phone numbers for First Nations and Tribal Councils.

***Gabriel Dumont Institute*** www.gdin.org/ – Features a Virtual Museum of Métis History and Culture along with information about GDI's educational program and publications.

***Government House*** www.graa.gov.sk.ca/govhouse/index.html – Features a virtual tour of Government House in Regina which houses the Lieutenant Governor's office. Also includes a written description of the history and architecture of Government House and biographies of Saskatchewan's Lieutenant Governors from 1870 to the present.

***Government of Saskatchewan. About Saskatchewan*** www.gov.sk.ca/aboutsask/ – Provides basic facts and figures about Saskatchewan, information about Saskatchewan's official symbols, several maps, and information about Saskatchewan's government structure.

***Innovation Place*** www.innovationplace.com/ – Lists all the companies and organizations located in Innovation Place in Saskatoon and the Regina Research Park and describes the current research of these companies.

***The Legislative Assembly of Saskatchewan*** www.legassembly.sk.ca – Includes a list of all current Members of the Legislative Assembly and Cabinet Ministers, along with information about the Lieutenant Governor, and the Legislative Building. Features some good photographs. Also features several online educational videos including a virtual tour of the Legislative Building in Regina.

***Lieutenant Governor of Saskatchewan*** www.ltgov.sk.ca/ – Provides information about the role of Saskatchewan's Lieutenant Governor, a biography of the current Lieutenant Governor, and information about the Vice-Regal Salute and the Vice-Regal Standard.

***Office of the Treaty Commissioner*** www.otc.ca – Provides a map showing the areas covered by treaties that affect Saskatchewan and includes background information about each of these treaties.

***Parks Canada*** www.parkscanada.pch.gc.ca – Provides information about Canada's National Parks and National Historic Sites, including those in Saskatchewan.

***Regina Research Park*** www.innovationplace.com/ReginaResearchPark/ – Describes the facilities of the Regina Research Park and lists its tenants.

***Royal Canadian Mounted Police*** www.rcmp-grc.ca – Includes information about the history of the RCMP/NWMP as well as current news about the RCMP's crime-fighting and peacekeeping activities. This website includes a section on the RCMP Training Academy in Regina.

***Saskatchewan Agriculture, Food and Rural Revitalization*** www.agr.gov.sk.ca/ – Provides information about crops and crop yields in Saskatchewan, crown lands, amount and value of Saskatchewan's agricultural production, Saskatchewan's export markets, and lots of other interesting data.

***Saskatchewan Arts Board*** www.artsboard.sk.ca/ – Provides information about current arts events in communities across Saskatchewan, arts awards, and arts education programs and events.

***Saskatchewan Association for Multicultural Education (SAME)*** www.same.ca – Features profiles of many of Saskatchewan's cultural groups and lists educational resources available from SAME (a provincial organization that promotes multicultural and anti-racist education).

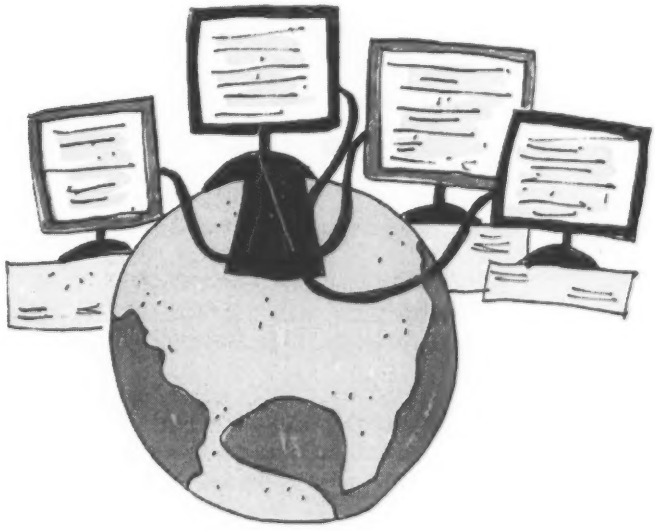
***Saskatchewan Bureau of Statistics*** www.gov.sk.ca/bureau.stats/ – Provides recent statistical information about Saskatchewan's population and economy. Publishes an annual online *Saskatchewan Fact Sheet* that summarizes important statistical indicators for the current year.

***Saskatchewan Centennial 2005*** www.saskatchewancentennial.com – Describes Centennial events occurring throughout Saskatchewan, includes a guide to organizing a Centennial event, and information about Centennial grants. Also includes a searchable database called *SASKfacts*. This is the official Centennial website.

***Saskatchewan Craft Council*** www.culturalindustries.sk.ca/crafts.shtml – Lists many Saskatchewan artisans who work in a variety of fields and retail galleries that sell Saskatchewan crafts. Also describes current exhibitions and crafts markets.

***Saskatchewan Cultural Industries Development Council***
www.culturalindustries.sk.ca/scidc/ –Describes the work of the SCIDC (an organization that fosters cultural industries in Saskatchewan), provides statistics about the economic impact of cultural industries, and includes links to organizations representing film and video, book publishing, music and sound recording, crafts, visual arts, and galleries.

***Saskatchewan Culture, Youth and Recreation, Directory of Provincial and Municipal Heritage Property in Saskatchewan*** www.cyr.gov.sk.ca/index.cfm?page=16
Features a searchable database of all heritage property in Saskatchewan.



***Saskatchewan Health*** www.health.gov.sk.ca – Includes (in the *Publications* section of the website) *Covered Population* statistics for the most recent year and several previous years. These statistics about the people who hold health cards in Saskatchewan are broken down by age, gender, and community.

***Saskatchewan Indian Cultural Centre*** www.sicc.sk.ca – Offers a great deal of information about the language, culture, arts, history, and current affairs of the Dene, Woodland Cree, Swampy Cree, Plains Cree, Saulteaux, Dakota, Nakota, and Lakota people. Information is provided in some First Nations languages as well as in English.

***Saskatchewan Industry and Resources*** www.ir.gov.sk.ca – Features information about Saskatchewan's economy, export products, and technological innovations. The *Geology of Saskatchewan* area of this website features information and maps relating to the geology of this province. The *Geological Atlas of Saskatchewan* can be downloaded from this site.

***Saskatchewan Learning. Evergreen Curriculum***
www.sasklearning.gov.sk.ca/branches/curr/evergreen/index.html – Provides the full text of all the curriculum documents referenced in this *Guide for Teachers*, plus bibliographies of materials to support many curriculum guides. Saskatchewan materials listed in bibliographies are identified with the abbreviation (SK) preceding the annotation. The *Resources* section of the *Evergreen Curriculum* site also contains (under the heading *Digital Resources*) links to many educational websites and the full text of many encyclopedias, dictionaries, atlases, journals, and other publications.

***Saskatchewan Mining Association*** www.saskmining.ca/ – Includes fact sheets about mining in Saskatchewan, online photo and video libraries, and ideas for many school projects relating to geology and mining.

***Saskatchewan Motion Picture Association*** www.culturalindustries.sk.ca/filmandvideo.shtml Provides information about film and video production in Saskatchewan and lists Saskatchewan production companies, producers, directors, and technicians.

***Saskatchewan Professional Art Galleries Association***
www.culturalindustries.sk.ca/galleries.shtml – Features information about commercial art galleries in Saskatchewan.

***Saskatchewan Publishers Group*** www.culturalindustries.sk.ca/bookpublishing.shtml/ – Lists Saskatchewan publishers and provides information about the book publishing industry in this province.

***Saskatchewan Recording Industry Association*** www.saskrecording.ca/ – Lists all the musicians who are members of the SRIA and organizes them into categories such as "country," "hard rock," and "gospel."

***Saskatchewan Sports Hall of Fame*** www.sshfm.com/ – Lists all the individuals and teams who have been inducted into the Saskatchewan Sports Hall of Fame since 1907.

***Saskatchewan Trade and Export Partnership (STEP)*** www.sasktrade.com – Provides information about current importing and exporting activity in Saskatchewan. Identifies exporting opportunities and describes assistance available to Saskatchewan exporters. Provides publications, news about exporting, trade shows, and exporters' workshops. Also includes online videos.

***Saskatchewan Watershed Authority*** www.swa.ca – Provides information on water management (climate conditions, forecasting, streamflows and lake levels, groundwater, dams, and structures); stewardship (prairie and wetland management, watershed and aquifer planning, monitoring, and assessment); education (ecotourism, Project Wet/Wild, Sturgeon Outreach program, Prairie Water Care, Climate Change) and interactive maps.

***Saskatchewan Writers' Guild*** www.skwriter.com/ – Provides current information about Saskatchewan writers, writing workshops, literary awards, and school programs.

***Saskatchewan Writes!*** www.lights.com/saskwrites/ – Features a searchable database of Saskatchewan authors. You can browse through an alphabetical listing of authors or search specific categories like author, title, availability, etc. Biographical information and a bibliography of publications are provided for each author.

***SaskCulture*** www.saskculture.sk.ca/ – Provides links to all the members of SaskCulture (an umbrella organization that represents many of Saskatchewan's cultural organizations) and information about cultural projects and careers.

***Statistics Canada*** www.statcan.ca/ – Provides a wealth of statistical information about the population of Saskatchewan and of Canada. The *Census* area of this website includes population figures and data about the socioeconomic characteristics of the population. The *Community Profiles* area of this website gives statistical profiles of most villages, towns, cities, First Nations, and rural municipalities in Canada. The *Census of Agriculture* gives information about the size and productivity of farms in Saskatchewan and Canada.

***Tourism Saskatchewan*** www.sasktourism.com/ – Features information of interest to tourists including data about Saskatchewan's geographic regions, scenic routes, communities, parks, and tourist accommodations. Includes many beautiful photographs of Saskatchewan and good maps of Saskatchewan's regions.

***Western Development Museum*** www.wdm.ca – Gives an overview of the four WDM locations and describes current exhibitions at each location.